DOCUMENT RESUME

ED 436 454 SO 031 128

AUTHOR	Lai, Selena
TITLE	Hong Kong in Transition: A Look at Economic Interdependence.
INSTITUTION	Stanford Univ., CA. Stanford Program on International and Cross Cultural Education.
PUB DATE	1999-00-00
NOTE	81p.
AVAILABLE FROM	The Asia/Pacific Project, SPICE, Institute for International Studies (IIS), Stanford University, Encina Hall East, Stanford, CA 94305-6055. Tel: 800-578-1114 (Toll Free).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Area Studies; *Economic Impact; *Economics Education; Foreign Countries; Global Education; High Schools; *Political Power; Social Studies; Student Educational Objectives
IDENTIFIERS	China; Global Economy; Global Issues; Historical Background; *Hong Kong; *Interdependence; Political Implications

ABSTRACT

Economic interdependence has played an important role in Hong Kong's history, from its earliest days as a British colony to its current status as a center of international trade and finance. Hong Kong occupies a unique place in history because of its unprecedented transfer of power in 1997 from Britain to the People's Republic of China. The future of Hong Kong's many internationally-owned companies suddenly became unclear under a new government whose ruling philosophy was inherently opposed to the existing capitalist way of life. Ironically, the economic interdependence that helped transform Hong Kong into a world financial center was what eventually unraveled the longstanding stability of Hong Kong's economy. Lesson 1 of this curriculum unit introduces students to the geography and colonial history of Hong Kong. Lesson 2 focuses on the tourist industry, a crucial component of the service industries which propel 80% of the Hong Kong economy. Lesson 3 uses a reader's theater in the format of a roundtable discussion to highlight different points of view regarding the 1997 exchange of power. In the curriculum unit, students study historical, economic, social, and political issues relevant to contemporary Hong Kong; begin to understand the concept and importance of global economic interdependence; analyze a given source of information by recognizing, identifying, and understanding biases and perspectives; and work effectively in large and small groups. Each lesson includes several handouts. Appendixes contain a glossary and references. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 436 454

HONG KONG IN TRANSITION

A Look at Economic Interdependence

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Gary MuKai

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

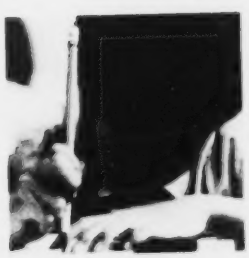
2B

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



SO 031 128

SPICE

BEST COPY AVAILABLE

STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION

A PROGRAM OF THE INSTITUTE FOR INTERNATIONAL STUDIES

Since 1976 the Stanford Program on International and Cross-Cultural Education (SPICE) has supported efforts to internationalize elementary and secondary school curricula by linking the research and teaching at Stanford University to the schools through the production of high-quality curriculum materials on international and cross-cultural topics. Housed in the Institute for International Studies at Stanford University, SPICE has produced over 90 supplementary curriculum units on Africa, Asia and the Pacific, Europe, Latin America, the global environment, and international political economy.

COLLABORATION WITH UNIVERSITY FACULTY, AND CLASSROOM TEACHERS

SPICE draws upon the diverse faculty and programmatic interests of Stanford University to link knowledge, inquiry, and practice in exemplary curriculum materials. Within the Institute for International Studies alone, SPICE can draw upon the resources of its 15 interdisciplinary research and teaching programs. The curriculum development efforts of SPICE are also closely linked to two state-sponsored staff development projects also housed at Stanford—the California International Studies Project and the California Foreign Language Project. Each of these programs conduct staff development programs for elementary and secondary teachers in eight California regions. Through these cooperative relationships SPICE is uniquely positioned to field-test and disseminate all of its materials.

CRITICAL THINKING AND MULTIPLE PERSPECTIVES

SPICE recognizes its responsibility to present multiple perspectives and enhance critical thinking and decision making skills in subject areas such as geography, economics, the environment, history, science, foreign languages, language arts, and fine and applied arts. SPICE's interdisciplinary approach draws upon simulations and role plays, readers' theaters, lessons involving the visual and performing arts, journal writing exercises, and cooperative group activities.

ACCESS TO THE LEARNING PROCESS FOR ALL STUDENTS

Attention to the unique needs of today's linguistically, ethnically, and socially diverse classrooms is of pressing concern to educators throughout the country. SPICE has made a strong commitment to creating curriculum materials that model effective ways of working with students of all backgrounds. As a result, SPICE is collaborating with the Stanford School of Education to incorporate active learning strategies that increase student access to higher level concepts and full academic participation.

SPICE is a non-profit educational program and receives funding from the Institute for International Studies at Stanford University and several private and government foundations and programs.

Stanford University
SPICE
Institute for International Studies,
Stanford University, Encina Hall
Stanford, CA 94305-5013
Tel: 1-800-578-1114
Fax: 650-723-6784
http://www-iis.stanford.edu
SPICE.SALES@forsythe.stanford.edu

This curriculum unit is printed entirely on recycled paper. At SPICE, we share the concern for preserving the environment. We have adopted a policy of using recycled paper for all of our publications. This commitment reflects the concern of all of our employees—a commitment that is further reinforced through an extensive recycling program at Stanford University.

HONG KONG IN TRANSITION

A Look at Economic Interdependence

Developed by Selena Lai

The Asia / Pacific Project
Stanford Program on International and Cross-cultural Education (SPICE)

Copyright © 1999
by the Leland Stanford Junior University Board of Trustees
Permission is given to educators to reproduce handouts for classroom use only.

For further information contact:
The Asia / Pacific Project, SPICE
Institute for International Studies (IIS)
Stanford University, Encina Hall East
Stanford, CA 94305-6055
Tel: (800) 578-1114
Fax: (650) 723-6784

Acknowledgments

The principal author of this curriculum unit is Selena Lai, China Project Coordinator, SPICE. Special appreciation is extended to Greg Francis for his research and writing contributions.

I would like to express grateful acknowledgment to the principal advisor of this unit, Gary Mukai, whose leadership and expertise in pedagogy guided the development of this unit.

I am deeply indebted to the principal advisor for this unit, Professor Michel Oksenberg, Senior Fellow, Asia/Pacific Research Center, Institute for International Studies, Stanford University, for his advice and support.

Special appreciation is extended to Yves Tiberghien, doctoral student in political science at Stanford University, for his generous advice, extensive reviews, and enthusiastic support of this project. I am also especially grateful to Dr. Christopher Munn, Lecturer in Hong Kong history, University of Toronto (1997-8), who kindly guided my initial research and provided valuable advice throughout the project.

Much gratitude is extended to Dr. Walter Falcon, former Director; Nancy Okimoto, former Deputy Director; Dr. David Holloway, Director; Dr. Coit Blacker, Deputy Director; Evelyn Kelsey, Associate Director; Lois Takaoka, Assistant Director; and Elizabeth Nichols, Manager of Public Affairs, Institute for International Studies, Stanford University, for their support of SPICE curriculum development and their administrative leadership.

This unit would not have been possible without the generosity of the Hong Kong Tourist Association staff, who graciously provided us with royalty-free maps, posters, videotapes, and photographs to be used in our curriculum. Special thanks to Jenny S. Holaday, Senior Marketing Executive of HKTA, who coordinated the distribution of these materials.

I would like to extend special gratitude to Greg Fairbrother and Kevin Ng for their enthusiastic support of this project. Without their help, a large part of this unit would not have been possible. In addition to contributing their valuable input to the readers' theater in Lesson 3, Kevin and Greg provided me with the photographs used in the slide presentation activity in Lesson 2.

I owe grateful thanks to the following individuals for reviewing and/or field-testing this curriculum unit: Thea Glicksman, Okemos High School, Okemos, Michigan; Tom Martin, Philip and Sala Burton Academic High School, San Francisco, California; William Stork, Hong Kong International School; Peter Dratz, Hong Kong International School; Jane Klammer, Hong Kong International School; Karen Kosch, Pascack Valley High School, Hillsdale, New Jersey; and Katherine Gumbert, College Preparatory School, Oakland, California.

Special thanks to Steven L. Chan, Associate of Milbank, Tweed, Hadley, and McCloy, for his generous advice regarding the legal subtleties of the 1997 transfer of power.

Much appreciation is extended to Richard Sakai of Y Design, San Jose, California, who designed the unit cover, graphics layout, maps, and formatting for the entire unit. Special appreciation is extended to Virginia Iorio for her superb editorial work and advice; Dave Sare for technical support; Christopher Lee for content advice and review; and Andrea Throndson for handling the production of this curriculum unit.

This curriculum unit was made possible through the generous support of Chien Lee, Institute for International Studies Board of Visitors member, and the Stanford East Asia National Resource Center (HEA Title VI).

Table of Contents

unit introduction

HONG KONG IN TRANSITION 1
Rationale and Introduction to Lessons 1
Unit Goals 2
Materials 3
Time and Suggested Sequence of Activities 3
Grade Levels 3
Subjects 3
Equipment 3
Icons 3

lesson one

THE CHANGING LANDSCAPE OF HONG KONG 5
Transparency #1: Four Questions 9
Teacher Information Card: Answer Sheet 10
Transparencies
#2: Political Map of the Asia/Pacific Region 11
#3: Map of Hong Kong and Southern China 12
Handout #1: Background Information 13
Slide Script: Hong Kong, Past and Present 16

lesson two

THE TOURIST INDUSTRY IN HONG KONG 19
Teacher Information Cards
#1: Using Simulations 23
#2: List of Simulation Countries 25
Class Handout: Background Information 26
Picture Cards 27
Country Cards 32
Global Impact Cards 34
Handouts
#1a: Instructions for Day 1 36
#2a: Instructions for Day 2 37
#1b: Expense Sheet for Day 1 38
#2b: Expense Sheet for Day 2 39
Resource Cards
#1: Lodging in Kowloon and the New Territories 40
#2: Lodging on Hong Kong and Outlying Islands 42
#3: Transportation Information 43
#4: Kowloon Highlights 44
#5: Hong Kong Island Highlights 46
#6: Other Highlights and Activities 48

lesson three

HONG KONG BEFORE AND AFTER
THE 1997 HANDOVER 49
Teacher Information Card
Classroom Layout for Readers' Theater 54
Handouts
#1: Background Information 55
#2a: Instructions and Roles for Newspaper Groups 57
#2b: Reporter's Notepad 58
#3: Instructions for Readers' Theater Participants 59
Readers' Theater 60

appendixes

GLOSSARY 73
REFERENCES 76

Unit Introduction

Hong Kong in Transition:
A Look at Economic Interdependence

Rationale and Introduction to Lessons

Hong Kong enjoyed worldwide media attention in 1997 for its political changeover from British to Chinese rule. But aside from recent events, what do people really know about this fascinating and dynamic place? This curriculum unit introduces students to Hong Kong in the context of its role in an economically interdependent world.

In a world where national economies are inextricably bound by the exchange of commodities, natural resources, energy, labor supplies, and similar factors, nations can no longer exist independently of each other. The globalization of economies has forced nations into a cooperative yet tenuous relationship that has evolved into a state of balance known as interdependence. This delicate balance between economies is easily disrupted, given its vulnerability to each nation's economic difficulties and successes.

Economic interdependence has played an important role in Hong Kong's history, from its earliest days as a British colony to its current status as a center of international trade and finance. Hong Kong occupies a unique place in history because of its unprecedented transfer of power in 1997 from Britain to the People's Republic of China. Never before in history has a colony been returned to another country that claims it as their territory. Typically, decolonization is a gradual evolution from undiluted autocratic rule, typically by a governor, towards self-government, whereupon the colony is eventually granted its independence from the rule of another sovereign nation (Miners, p. 44; Chan, p. 139). The fact that China is not ruled by democracy makes the event even more noteworthy.

The world watched with mixed feelings as the transfer of power took place on July 1, 1997. Aside from the historical significance of the handover, the global economic implications were potentially enormous. The future of Hong Kong's many foreign-owned companies suddenly became unclear under a new government whose ruling philosophy was inherently opposed to the existing capitalist way of life. By the time the handover date arrived, enough groundwork had been laid by both the British and the Chinese to secure the future of Hong Kong for the next 50 years; but it remains to be seen if this arrangement is indeed secure.

Ironically, the economic interdependence that helped transform Hong Kong into a world financial center was what eventually unraveled the longstanding stability of Hong Kong's economy. Shortly after the handover, a severe financial crisis befell the Asia/Pacific region and exposed Hong Kong's susceptibility to its neighbors' economic woes. Hong Kong's service industries are closely tied to the economies of other countries and

were inevitably affected by their financial crises.

Lesson 1 of this curriculum introduces students to the geography and colonial history of Hong Kong. This lesson sets the context for the entire unit by focusing attention on Hong Kong's role in the economically interdependent relationship between England and China in the 1800s. A brief slide presentation illustrates the dramatic growth and changes that Hong Kong has undergone over the past 150 years.

Lesson 2 focuses on the tourist industry, a crucial component of the service industries which propel 80 percent of the Hong Kong economy. In part 1 of this lesson, students will critique a video produced by the Hong Kong Tourist Association. Students will learn how to examine the video's content to determine the importance of perspective and bias. Following the video will be a student-narrated slide show based on a series of images depicting an alternative perspective of Hong Kong. Part 2 of this lesson examines the tourist industry in greater depth by engaging students in a simulation in which they become tourists traveling to Hong Kong. It is the nature of the tourist industry to be greatly susceptible to fluctuations in other countries' economies. By participating in the simulation and experiencing an unexpected economic catastrophe, students will gain a clearer perspective on the precarious position of Hong Kong's tourist industry relative to the state of the world economy and world events.

Lesson 3 uses a readers' theater in the format of a roundtable discussion to highlight different points of view regarding the 1997 handover of power from British to Chinese rule in Hong Kong. The roundtable discussion includes the perspectives of 10 individuals from Britain, the United States, China, and Hong Kong, including President Clinton, Queen Elizabeth, and former Hong Kong governor Christopher Patten. The culminating activity involves the creation and publication of a newspaper that focuses on this event. Following the readers' theater is a press conference where the rest of the students, acting as reporters, ask questions of the roundtable discussants and gather information for their news story.

Unit Goals

Each of the three lessons in this curriculum guide has specific learning objectives listed at the beginning of the lesson. The following reflect larger goals for the curriculum guide as a whole:

In this curriculum guide, students will:

- study historical, economic, social, and political issues relevant to contemporary Hong Kong
- begin to understand the concept and importance of global economic interdependence
- critically analyze a given source of information by recognizing, identifying, and understanding biases and perspectives
- work effectively in small and large groups

Materials

Handouts and primary source documents have been included with each lesson. Permission is given to reproduce these handouts and documents for classroom use only.

Time and Suggested Sequence of Activities

Hong Kong in Transition is divided into three lessons. We recommend 2 or 3 class periods for each lesson. Although it is possible to use each lesson independently of the others, we recommend that you teach the entire unit as a whole for the most enhanced learning experience.

Grade Levels

Grades 9-12

Subjects

- Social studies
- Contemporary issues
- History
- Global/international studies

Equipment

- Overhead projector
- Slide projector
- VCR and television
- Laminator (optional)

Icons

For easier reference the following icons are used throughout the unit:

Notes to the Teacher

Transparency

Small Group Activity

Slide Presentation

Videocassette

Lesson 1

The Changing Landscape of Hong Kong

Organizing Questions

- What are some key events in Hong Kong's history?
- What is Hong Kong's role in the international economy?
- What is economic interdependence?

Introduction

This lesson introduces students to the basic geography and colonial history of Hong Kong in the general context of global economic interdependence, the underlying theme of this unit. Students will also see a slide presentation that highlights the differences between Hong Kong in the 1800s versus Hong Kong today. The contrast between the images of its past and its present is a powerful testament to the tremendous changes that have transformed Hong Kong during its relatively brief existence. Students will examine the slides to speculate on the possible forces behind this change, which will be addressed in greater depth in Lesson 2 of this unit.

Objectives

knowledge

- to learn about Hong Kong's colonial past
- to be able to identify Hong Kong and China on a world map
- to become familiar with the economic situation in Hong Kong
- to understand the meaning of economic interdependence

attitude

- to appreciate the significance of Hong Kong in the world
- to understand the magnitude of Hong Kong's economic growth since the 1880s

skill

- to articulate changes in Hong Kong's geography and history, and to make inferences about contemporary Hong Kong
- to identify events and terms associated with Hong Kong's history and economic interdependence with the world

lesson one

Materials

- Slide projector
- Overhead projector
- Transparency #1, *Four Questions*
- Teacher Information Card, *Four Questions Answer Sheet*
- Transparency #2, *Political Map of the Asia Region*
- Transparency #3, *Rivers of Southern China*
- Handout #1, *Background Information*
- Slides #1-14
- Slide Script, *Hong Kong, Past and Present*

Time

- Approximately 2 class periods

In part 1, students will read a brief historical background on the early history of Hong Kong to gain a clearer understanding of the economic roots of its colonization. Students will discuss the concept of economic interdependence as it relates to Hong Kong. In part 2, students will see a slide presentation on past and present images of Hong Kong and will speculate on possible reasons behind its enormous growth.

Note: Definitions for underlined words or text can be found in the glossary.

Procedure Part 1

1. Introduce this curriculum unit by informing students that they will be learning about Hong Kong and its economic interdependence with the rest of the world. In order to understand the nature of Hong Kong's current economic structure, it is important to appreciate the impact that geography and history have had on Hong Kong's economic development.

2. As an opening activity, ask students to share what they already know about Hong Kong. What images come to mind when they think of Hong Kong?

3. Now discuss the questions on Transparency #1, *Four Questions*. These questions were designed to set the context for some of the issues presented in Lesson 1 and to introduce some issues of subsequent lessons as well. An answer sheet for *Four Questions* is provided for the teacher.

4. Have students locate Hong Kong, utilizing Transparency #2, *Political Map of the Asia Region*.

5. To establish the geographical importance of Hong Kong, show Transparency #3, *Rivers of Southern China*. Point out Guangzhou, the largest city in the region during the 1800s, located directly upriver from Hong Kong. Discuss the following:
   - Compare the rivers or river systems that lead into China from the southern coastal cities of Zhanjiang, Macau / Hong Kong, Shantou, Xiamen, and Fuzhou. Why was Hong Kong in the most ideal location for foreign trade with China? *(It is located at the edge of the Pearl River Delta, which is the gateway to an extensive river system that reaches not only to Guangzhou, southern China's largest city, but also to interior portions of China. The other coastal cities are more limited in terms of river accessibility to the rest of China.)*
   - Ask students to speculate about the possible advantages of securing a foreign-run entrepôt base from the island. *(Foreigners could live in their own community away from the restrictive Chinese mainland.)*
   - Why would such a place be advantageous to the Chinese, who were innately distrustful of any foreigners at the time? *(The Chinese could keep the foreigners off the Chinese mainland, but close enough to keep an eye on their activities.)*

6. Reiterate the common theme of economic interdependence in this curriculum unit. Ask students to come up with their own definition of what they think "economic interdependence" means. Discuss the difference between independence, dependence, and interdependence. Can they think of any examples of nations that are economically interdependent? What commodities are involved? Or any local businesses? What commodities are involved?

7. The following activity introduces students to the historical context in which Hong Kong became a colony. Divide the class into small groups of 3 students each and distribute Handout #1, *Background Information*, to each group. Instruct the small groups to read the handout and to write down their answers to the questions that follow.

8. After the groups have finished writing down their answers, take a few moments to discuss the questions as a class. The questions below are for your reference.
   - Do you think the state of economic interdependence between Britain and China was a natural occurrence or was it created intentionally? Why?
   - What commodities were involved in the economic interdependence between Britain and China?
   - Was the economic relationship between the two countries mutually beneficial? Why?
   - What are your thoughts on the economic interdependence between Britain and China that resulted in the ceding of Hong Kong? Do you think that it was a fair arrangement?

- How is Hong Kong's current economy interdependent with the rest of the world?
- Can you think of any recent examples in which the interdependence has been beneficial to Hong Kong? To other countries linked to Hong Kong?
- Can you think of any recent examples in which the interdependence has been harmful to Hong Kong? To other countries linked to Hong Kong?

9. Debrief this activity by asking the following questions:

- How did Hong Kong's geographic location play a role in its fate?
- Were Britain and China at any time economically independent or dependent before their interdependence was established?
- What were the strengths and weaknesses of the economic interdependence between Britain and China during this period in history?
- What are the general advantages and disadvantages of economic interdependence between two countries?
- What is the danger of tipping the balance of dependence in favor of one of the countries?
- Reflect on the interdependent economies that you discussed earlier. Discuss the potential or real problems that have arisen from such an interdependence.

Part 2

1. Students will now see a slide presentation that highlights the enormous growth of Hong Kong over the past 150 years. From its humble beginnings to its current state, Hong Kong has changed dramatically. Read the accompanying slide script.

2. After the slide presentation, generate a class discussion around the following questions:

- What is your overall impression of these slides?
- In what ways has Hong Kong experienced obvious growth?
- Which slides exhibited the most drastic change from past to present?
- What can you observe about the types of economies in the earlier pictures as opposed to the more recent ones?

Four Questions

In 1841, the population density of the Hong Kong region was less than 10 people per square kilometer. In 1995, the average number of people per square kilometer was:

a) 95

b) 850

c) 2,470

d) 5,860

This highly addictive narcotic substance that England introduced to China was the underlying cause of the war in which Hong Kong became a British colony.

a) opium

b) cocaine

c) heroin

d) marijuana

The services sector of the economy (finance, banking, real estate, insurance, tourism, etc.) accounts for what part of Hong Kong's gross domestic product and workforce?

a) 10 percent

b) 30 percent

c) 60 percent

d) 80 percent

What is the name of China's system of governing Hong Kong?

a) "One country, two regions"

b) "One country, two systems

c) "One country, one system"

d) "Two countries, one system"

15

Four Questions Answer Sheet

In 1995, the average number of people per square kilometer in Hong Kong was

d) 5,860

Note: In certain urban areas of Hong Kong Island and Kowloon, the population density is as high as 25,000 people per square kilometer, while in the rural areas of the New Territories, there are only about 2,860 people per square kilometer.

The highly addictive narcotic substance that Britain introduced to China was

a) opium

The services sector of the economy (finance, banking, real estate, insurance, tourism, etc.) accounts for

d) 80 percent

of Hong Kong's gross domestic product and workforce.

The name of China's system of governing Hong Kong is

b) "One country, two systems"

16

Political Map of the Asia Region

transparency #2

BEST COPY AVAILABLE

transparency #3

Rivers of Southern China

BEST COPY AVAILABLE

Background Information

Based on archaeological evidence, it is thought that the earliest modern peoples of what is now Hong Kong migrated from northern China in the second millennium B.C. (*Britannica Online*, "Hong Kong"). The earliest written records of Hong Kong civilization date back to the year A.D. 600, to a city in China called Tunmen, located in the area now known as the New Territories. It existed for centuries as a military garrison to protect China at the vulnerable entrance to the Pearl River. Various ruling dynasties occupied and governed the region through the mid-19th century, but the population had dwindled enough to be considered "insignificant" by the time British merchants arrived in 1841. Most Western accounts of Hong Kong begin around this time, when the British took possession of the land.

In the early 1500s, a few Portuguese merchants ventured to Asia and returned home with illustrious tales of exotic wealth and splendor, prompting others to follow in their footsteps. At that time, China regarded itself as the center of the universe, believing all foreign countries to be inherently inferior. Therefore, China demanded that foreign countries acknowledge their submission by paying tribute to the emperor. According to this arrangement, China extended trading privileges to foreign countries only if they abided by all of China's strict rules regarding trade and other interaction. However, any country that refused to remain subservient and challenged China's power encountered much resistance. When Britain first sought trading privileges with China in the 1700s, the only city open to foreign trade was Guangzhou (Canton), directly upriver from Hong Kong.

China held an advantageous position during this time. It had much to offer Britain, such as silk, porcelain, and tea, while remaining quite economically self-sufficient. The British were deeply addicted to China's most profitable export product, tea—which tipped the balance of trade heavily in China's favor. Alarmed at the severe trade imbalance, Britain began to ship large quantities of opium to China, hoping to even out the trade between the two countries. The enormous success of this trade and the large numbers of Chinese who became opium addicts alarmed the Chinese government. In 1839, the Chinese governor in Guangzhou destroyed the opium held in British boats in an attempt to keep the drug out of China. The British retaliated by sending warships to Guangzhou, thereby launching the First Opium War. The British won easily and forced China to concede the island of Hong Kong as well as rights to trade in five Chinese ports. At the time, Hong Kong was an undeveloped island with only several thousand inhabitants, but its proximity to Guangzhou and its natural harbor made it an ideal outpost for British ships conducting trade with China. In Hong Kong, the British could live freely, according to their own laws, not China's.

Disputes over earlier treaties led to the Second Opium War in 1856-1858. Once again, Britain easily defeated China and added the Kowloon peninsula to its Hong Kong colony. In 1898, to protect the colony from attack by France, Britain leased the New Territories from China for 99 years. This lease completed the British acquisition of present-day Hong Kong—Hong Kong and Kowloon, gained by the

treaties signed after the Opium Wars, and the New Territories, gained by this 99-year lease.

The colony grew slowly at first, but Hong Kong's population was directly affected by three major wars that occurred in the following 50 years. During and after the 1911 Chinese revolution, a steady flow of immigrants entered the territory from China. Most came to escape political unrest in China and to enjoy Hong Kong's higher standard of living and better public services. After Japan invaded China in 1937, another influx of Chinese refugees flooded Hong Kong, many of whom left again when the Japanese occupied Hong Kong from 1941 to 1945. The last significant surge of immigration to Hong Kong occurred during the Chinese Civil War from 1946 to 1949. Most of these refugees were former businessmen who moved themselves and their companies from Shanghai to Hong Kong. They brought with them manufacturing equipment and entrepreneurial expertise, both of which accelerated Hong Kong's recovery from the economically stagnant years of Japanese occupation.

Until the 1940s, Hong Kong's economic survival depended on entrepôt trade between China and the rest of the world. When the United Nations imposed an embargo on trade with China, Hong Kong had to find a way to make money without being dependent on China. The colony quickly adapted by building up its own industrial capacity. Blessed with experienced entrepreneurs, economic and political stability, low taxes, and a cheap, abundant, and hard-working labor force, Hong Kong made a quick transition from trading entrepôt to industrial colony. Textiles were the main export in the 1950s and 1960s, but by the 1970s plastics and electronic goods had become the colony's most important products. These products were exported to developed countries, where it was much more expensive to make similar goods.

In 1978, China's leaders decided to end their isolation with the outside world and began to encourage foreign investment, trade, and technology. China's post-1978 economic reforms led to another transformation of Hong Kong's economy. During the 1980s, Hong Kong companies relocated their factories to China to take advantage of the mainland's cheap labor force. As Hong Kong's manufacturing sector moved into China, the service sector flourished in its place. Entrepôt trade once again became Hong Kong's chief source of wealth. Banks and other multinational corporations took advantage of this flow of trade as well as Hong Kong's low taxes and economic stability. In 1982, the service sector overtook manufacturing as the largest contributor to the economy, and the financial services industry is now Hong Kong's top moneymaker. Moving manufacturing operations to China has allowed Hong Kong companies to expand their wealth and has created new heights of prosperity for Hong Kong residents. The territory's integration with China means that Hong Kong's success once again depends upon China's success.

In 1984, China and Britain decided that, in accordance with the 99-year lease of 1898 and the recognition that Hong Kong and Kowloon had been acquired unfairly, the entire region would be returned to China in 1997.

In return, China promised not to interfere with the Hong Kong region's lifestyle for 50 years thereafter. Besides the areas of defense and foreign affairs, Hong Kong would enjoy a high degree of autonomy and be governed as a "Special Administrative Region," separate from the rest of China.

In 1989, Beijing's military crackdown on pro-democracy demonstrators in Tiananmen Square severely strained the negotiation process between China and Britain. The next 8 years were marked by distrust and tension not only between China and Britain, but between China and the rest of the world.

By the time of the 1997 handover, Hong Kong's economic importance had grown so large that almost every country in the world had a stake in its continued stability, and vice versa. Some people worry that China will not respect Hong Kong's current way of life, and are especially concerned that China will limit some of Hong Kong's political freedoms. With so many foreign companies and so much trade located in Hong Kong, many of the world's nations are watching closely to see if the political and economic freedom at the root of Hong Kong's success will be left intact.

After your group has finished reading the passage, write down the answers to the following questions. You will be discussing these questions as a class, so be prepared to explain your answers.

1. Do you think the state of economic interdependence between Britain and China was a natural occurrence, or was it created intentionally? Why?

2. What commodities were involved in the economic interdependence between Britain and China?

3. Were Britain and China at any time economically independent or dependent before their interdependence was established? Explain.

4. Was the economic relationship between the two countries mutually beneficial? Why?

5. What are your thoughts on the economic interdependence between Britain and China that resulted in the ceding of Hong Kong?

6. How is Hong Kong's current economy interdependent with the rest of the world?

7. Can you think of any recent examples in which the interdependence has been beneficial to Hong Kong? To the world?

8. Can you think of any recent examples in which the interdependence has been harmful to Hong Kong? To the world?

Hong Kong, Past and Present

Slide:

#1. When the British first arrived at Hong Kong in the middle of the 19th century, this is what it looked like. The British government estimated that about 7,450 people lived either on the island in small hamlets like the one pictured here, or on their boats just offshore.

Question: Look carefully at the slide. What do you think were the main forms of economic activity? (*The scene pictured is a farming scene, indicating an agricultural economy. The boats offshore may indicate an economy based on fishing.*)

#2. Here is another view of Hong Kong as it looked in the early 1840s. Again, as you can see, the landscape is very hilly and sparsely populated.

#3. After the British annexed Hong Kong as a British Crown Colony in 1841, development progressed at a relatively fast pace. By the end of the decade, the waterfront area started to resemble a town or small city.

Question: Look carefully at the slide. Can you think of any reasons why development would be concentrated around the waterfront area? (*First of all, the coastal land is flatter and easier to build on than the steep mountains of the interior. More importantly, though, the coastal areas were developed because British traders needed a place to dock their ships.*)

#4. This is a 19th-century view of Hong Kong looking across the water to Kowloon.

Question: Look carefully at the slide. What might the abundance of boats and ships indicate about the type of economic activity at the time? (*The many boats and ships just offshore may indicate maritime trade or fishing.*)

#5. This is the same view today. The same area is now called the Central District of Hong Kong.

Question: Judging by this slide, do you think the economy has since shifted towards any other type of activity besides maritime trade and fishing? (*By looking at the slide, students might associate the skyscrapers with business, banking, giant corporations, etc. The Central District is indeed the financial center of the region.*)

#6. At the turn of the 20th century, Nathan Road was a quiet, tree-lined boulevard.

#7. Today, Nathan Road is a mecca for tourists who flock to this internationally famous shopping district.

Question: What do you consider most striking about these two slides?

#8. The Happy Valley Race Course was built in the 1840s. Racing and betting quickly became the favorite pastime among Hong Kong citizens.

#9. The race course is still in use today, although another larger one has since been built. The Happy Valley Race Course is now surrounded by high-rise buildings. Betting on horseraces is still a major pastime for Hong Kong citizens and generates a significant amount of revenue for the government.

#10. The tram system was built at the turn of the 20th century. This is a tram running through the Central District at that time. It was a major means of transportation.

#11. This is the tram today. It is still used for transportation, but it is slow and inefficient compared to other, more modern alternatives like the MTR subway system.

#12. The trams are popular with tourists who wish to see the city from a different perspective. Some tour companies offer city tours on antique trams.

Question: Can you make any deductions about why or how the role of the tram has changed over the years? (*The tram used to be a main mode of transportation in Hong Kong. Now it is used more often by tourists and tour companies. There are other, more efficient modes of transportation in Hong Kong today that have replaced the tram.*)

#13. The Chinese junk is a symbol of Hong Kong. The junk is a type of Chinese ship that was used in maritime trade. Here, it is pictured against the backdrop of early Hong Kong, probably sometime during the late 1800s or early 1900s.

#14. Junks still ply Hong Kong's waters, but ferries and shipping lines are more common sights. Here, the Star Ferry is pictured against the same backdrop of the Central District.

As of July 1, 1997, Hong Kong was no longer a British Crown Colony, but a Special Administrative Region of the People's Republic of China. Britain's 99-year lease on Hong Kong, Kowloon, and the New Territories expired at midnight on June 30th and governing power was returned to China. The future of Hong Kong as a major economic center of Asia remains to be seen.

Lesson 2

The Tourist Industry in Hong Kong: A Case Study of Economic Interdependence

Organizing Questions

- What is Hong Kong *really* like?
- How does the tourist industry illustrate global economic interdependence?

Introduction

In part 1 of this lesson, students will critique a video produced by the Hong Kong Tourist Association. Students will learn how to examine the video's content to determine the importance of perspective. Following the video will be a student-narrated slide show based on a series of images depicting an alternative perspective of Hong Kong.

Part 2 of this lesson examines the tourist industry in greater depth by engaging students in a simulation in which they become tourists traveling to Hong Kong. It is the nature of the tourist industry to be greatly susceptible to fluctuations in other countries' economies. Fluctuating currency exchange rates, for example, can affect tourism. By participating in the simulation and experiencing an unexpected economic catastrophe, students will gain a clearer perspective on the precarious position of Hong Kong's tourist industry relative to the state of the world economy and world events.

Objectives

knowledge

- to gain a well-rounded perspective of life in Hong Kong
- to understand the precarious relationship between global economic events and the tourist industry

attitude

- to recognize the importance of objective and unbiased information
- to respect the delicate relationship between interdependent economies

skill

- to critically analyze a given source of information by recognizing, identifying, and understanding biases and perspectives
- to work in small groups to make decisions based on a given set of information

Materials

- VCR and television
- Slide projector
- Laminator (optional)
- 15 Picture Cards
- 11 Country Cards
- 10 Global Impact Cards
- 15 Slides
- 6 Official Hong Kong Maps
- Handouts #1a-b, #2a-b
- Resource Cards #1-6
- Glossary
- Teacher Information Card #1, *Using Simulations*
- Teacher Information Card #2, *List of Simulation Countries*
- Class Handout, *Background Information*
- Video "Wonders Never Cease"

Time

- at least 3 class periods

Teacher Preparation

Part 1

- Arrange slides for part 1 in a carousel or tray.
- Copy and cut out Picture Cards; laminate for future re-use.
- Set up the VCR and television.

Part 2

- 1 copy per student of Glossary and Class Handout, *Background Information*
- 6 copies of each: Handouts #1a-b, #2a-b, and Resource Cards #1-6
- Copy and cut out Country Cards; laminate for future re-use.
- Copy and cut out Global Impact Cards; laminate for future re-use.

Note: Definitions for underlined words or text can be found in the glossary.

Procedure

Part 1

1. Start the lesson by explaining to students that they will now have a chance to learn about a specific part of Hong Kong's dynamic economy. Remind students of one of the "Four Questions" they answered from Transparency #1 in Lesson 1 (page 9): "The services sector of the economy accounts for what part of Hong Kong's gross domestic product and workforce?" The answer was 80 percent.

   Inform students that in this lesson they will have the opportunity to take a closer look at the services sector, using the tourist industry as a case study. In part 1, students will watch and critique a video.

2. The video "Wonders Never Cease" was produced by the Hong Kong Tourist Association and paints a very positive image of Hong Kong for obvious reasons. Show the video to the class, but do not reveal the producer or the viewpoint of the video. Just inform them that they will be watching a video about Hong Kong. The video is approximately 3 minutes long.

3. After the video, generate a class discussion around the following questions:
   - What is your impression of Hong Kong?
   - Do you think this was a realistic portrayal of Hong Kong?
   - Do you think it was a balanced portrayal?
   - Do you think any information about Hong Kong was left out? What? Why?
   - Who do you think made the video?

- Why is it important to be aware of the identity of the video's producer when evaluating the content of the video?
- Does knowing the identity of the producer change the validity and/or credibility of the video? How?

4. Now inform students that they will have a chance to put together a slide show that will present a different view of Hong Kong. There are 15 Picture Cards, one for each group, so divide up your students into 15 groups.
5. Distribute one Picture Card to each group and instruct the groups to read the text and create a short caption for that particular image. Each Picture Card has an accompanying slide of the identical image. Later, there will be a slide presentation of those images and one person from each group will read the group's caption as part of the narration.

6. Give students about 10 minutes to think of a caption. After all groups have finished, begin the slide presentation. Since the slides appear in no particular order, groups will have to pay close attention to the slide presentation so they will be ready to participate when their image is shown.
7. After the slide presentation, generate a class discussion around the following questions:
   - Has your impression of Hong Kong changed after seeing these slides? How has it changed?
   - Has your impression of the "Wonders Never Cease" video changed after seeing these slides? How? Why?
   - What would be a good title for the slide presentation?
8. Debrief this activity with the following questions:
   - What other forms of media are subject to the creators' own perspectives?
   - In the future, will you approach potentially biased information in a different, more cautious way?
   - Why is it important to understand perspective when evaluating information?

Part 2

1. Read Teacher Information Card #1, *Using Simulations*. Be sure you understand it completely before you begin the lesson.
2. Start the lesson by explaining to students that they will now have the opportunity to experience the tourist industry by participating in a simulation. You may wish to define "simulation."
3. Before starting the simulation, distribute the Class Handout, *Background Information*, to each student. Allow students 5-10 minutes to read the handout.
4. Take a moment to discuss the following questions:
   - How do you think Hong Kong's geographic location has played a role in its tourist industry?

- What does the following statement mean: "The well-being of Hong Kong's tourist industry is undeniably linked to the economic well-being of countries from which tourists travel."

5. Divide the class into 6 small groups. Allow each group to randomly select a Country Card. Ask one member of each group to collect the following items:
   - Handouts #1a-b
   - Resource Cards #1-6
6. Allow the rest of the class period for group work. Students may need an additional class period to complete Day 1 of their trip. Include at least 15 minutes for journal writing since this will be important later on during the debriefing.
7. Begin Day 2 of the trip by distributing Handouts #2a-b to each group. Ask students to read the information in the box on Handout #2a. Then, have one person from each group randomly select a Global Impact Card. Students will revise their proposed itinerary for the day to accommodate any changes that may have taken place as a result of the information on the card.
8. Allow 30 minutes for group work and journal writing.
9. After students have completed their work, encourage class discussion of their trip experience. Students may refer to their journals and read particularly relevant portions to the class. Use the following questions to generate a discussion:
   - What was the global event that affected your trip?
   - How did the global event alter your original plans?
   - How did you feel about the changes that took place?
   - Was the amount of time you spent on transportation affected by how much money you had?
   - What kinds of changes did you make to your trip plans?
   - Compare the amount of money you spent from Day 1 to Day 2.
10. Debrief the activity and lesson with the following questions:
    - Reflect upon the following statement again: "The well-being of Hong Kong's tourist industry is undeniably linked to the economic well-being of countries from which tourists travel." How did your particular experience illustrate this link?
    - Do you know of any recent global events that have impacted Hong Kong's tourist industry?
    - Why is this relationship between global events and the tourist industry so precarious?
    - Can anyone think of any other possible scenarios in which the tourist industry can be affected by outside events?
    - Do you regard global economic interdependence as advantageous or disadvantageous to countries? Why?

Using Simulations

A simulation is an important learning activity that involves students in roles where they must think and act in a situation that is similar to one in real life. Although a simulation is never able to fully duplicate the complexity of a real event, it may allow students to exercise some of the problem-solving skills and experience some of the feelings that occur in a real event. A simulation should never be treated lightly as "only a game." Good simulations have the capacity to generate very strong thoughts and feelings in their participants, and the teacher always should be prepared for that possibility.

Although simulations involve role play, they operate within the constraints of a pre-designed set of rules. A certain degree of ambiguity in these rules leaves room for students to bring their prior experience and personal values to the activity, but the general framework is defined.

Careful thought should be given to the placement of a simulation in a unit of instruction. How does it help achieve the goals of the unit? Which concepts and skills will this experience help develop? Is prior information needed to enhance the students' participation in the simulation and/or help link the experience to real-life situations? Will the simulation set a context for material to be studied in the future? How can the simulation be structured to allow adequate time for orientation, participation, debriefing, and follow-up? Is the complexity of the simulation appropriate for the age and experience of the students? Is the available physical space adequate?

The role of the teacher in the simulation is absolutely critical. The teacher serves as an orientation leader and a facilitator. It is important to experience the simulation yourself before introducing it to your students. Invite your friends or colleagues to participate with you. If the simulation requires more than one facilitator, be sure all facilitators have the opportunity to participate in the activity beforehand. When more than one facilitator is involved, the responsibilities of each should be clearly defined when planning for the simulation.

A simulation is run most successfully when participants have had a clear, concise introduction to its framework. As rules and roles are explained, time should be allowed for questions and practice. It is important, however, that the focus remain on the activity. The facilitator should avoid comments or answers that suggest strategies or infer outcomes.

During the simulation, the facilitator should carefully observe the proceedings and take notes that may help guide the debriefing. It is important to remember that the students will sometimes select strategies that do not work and communications may sometimes become tense and difficult. Unless the participants' safety is jeopardized, the facilitator should not

coach or intervene in the interaction, but allow students the opportunity to solve problems directly.

Debriefing a simulation is essential. Unless there is adequate time for debriefing, a simulation should not be attempted. Missing or inadequate debriefing may leave a residue of misunderstanding and/or misinformation that may have negative consequences both in and outside the classroom. Equally important is the lost opportunity for reflection and learning. Debriefing questions are provided with the simulation and should include questions that elicit:

- a description of what happened
- how the participants felt during the simulation and how they feel afterward (both as members of the groups in which they participated during the game and as individuals)
- strategies that were attempted and their results
- other strategies that might have been possible
- analogies to real-life situations and a discussion of how this was the same or different
- how the situation related to the students' own values and their subsequent actions during the simulation
- questions that remain for future study and ways to pursue those questions

Traditional evaluation methods generally are not appropriate for simulations. Students should never be evaluated on their participation in the simulation itself. Many teachers have found an effective evaluation activity to be a journal entry or other writing exercise in which students summarize their insights from the activity and its debriefing.

Simulations are often noisy and sometimes confusing. They require considerable flexibility. Yet their potential for developing deepened understandings of key concepts and increased skill in decision making, communication, negotiation, and conflict management remains high, making them an important tool.

List of Simulation Countries

	COUNTRY	BRIEF DESCRIPTION OF EACH COUNTRY'S ECONOMY	AVERAGE MONTHLY SALARY in HK$ ✨
A	USA	large country with a services-based economy and vast natural resources	18,500
B	Hong Kong	small tropical country with an economy highly dependent on services and trade	16,800
C	Japan	densely populated island nation with few natural resources but high industrial output	14,700
D	Portugal	medium-sized country with a stable economy; main export products are textiles, machinery, and cork	8,000
E	Argentina	large nation with rich natural resources, a highly literate population, an export-oriented agricultural sector, and a diversified industrial base	5,600
F	Jordan	small desert nation lacking natural resources and with an economy largely based on services	3,200
G	Indonesia	large tropical country whose economy has been boosted by exports of natural resources such as petroleum, timber, and minerals	2,400
H	China	large country with an economy led by light industry exports, but which faces severe environmental and population pressures	1,800
I	Albania	small formerly communist country with an economy dominated by the agricultural sector	800
J	Bhutan	small, isolated, mountainous nation with extensive timber resources	500
K	Ethiopia	large war-torn country with an economy based on agriculture	300

✨ Based on a foreign exchange rate of HK$7.75=US$1

31

Source: CIA World Factbook, 1997. World Wide Web version.

Background Information

The evolution of Hong Kong's dynamic economy has consistently reflected its interdependent relationship with other countries and other economies. Economic development in Hong Kong has followed a path marked by periodic shifts in its economic strengths and foci. From the early days of the mid-19th century until the 1950s, Hong Kong thrived as an entrepôt port, relying almost exclusively on its strategically located harbors to generate its revenue.

During the 1950s, certain domestic and foreign events impacted the economy significantly enough to force a restructuring of the system. First, Hong Kong's primary trading partner, China, withdrew from international trade and politics with a newly adopted communist philosophy and government. Second, the United Nations declared a trade embargo against China, a move that crippled Hong Kong's role as an entrepôt. Third, Hong Kong experienced a sudden influx of immigration by mainland Chinese who were fleeing the new communist order for various political, social, and economic reasons.

The combined effect of these three factors led to a dramatic shift in Hong Kong's economic focus. No longer could Hong Kong rely on its port to generate the amount of revenue needed to sustain its drastically increased population. For the next few decades, Hong Kong underwent a period of industrialization based initially on the production of textiles and clothing, and later on small electronic goods, clocks, watches, and plastics. In 1978, China re-emerged from isolation and embarked on a campaign of modernization with its "open door" policy that welcomed foreign technology, trade, and investment. Hong Kong's role as an entrepôt was instantly revived and economic activity began a gradual shift back to trade and services.

Hong Kong's economy is now dominated by tertiary services, which includes finance and banking, insurance, real estate, import and export, retail, transportation, communication, restaurants, hotels, and tourism. This sector of the economy generates 80 percent of Hong Kong's gross domestic product and employs 80 percent of the workforce. The tourist industry is the largest foreign exchange earner of all Hong Kong's service industries.

As an indication of services' crucial economic role in Hong Kong, a new, ultra-modern international airport at Chek Lap Kok, Lantau Island, was built to accommodate growing numbers of passengers and cargo. When fully operational, the new facilities will have the capacity to handle 87 million passengers and 9 million tons of cargo per year, nearly quadruple the capacity of the old airport, which would make it the busiest in the world in terms of throughput. The new Hong Kong International Airport opened in July 1998, unfortunately during a period of Asian regional economic turmoil, exposing the fragility of Hong Kong's service-based economic interdependence.

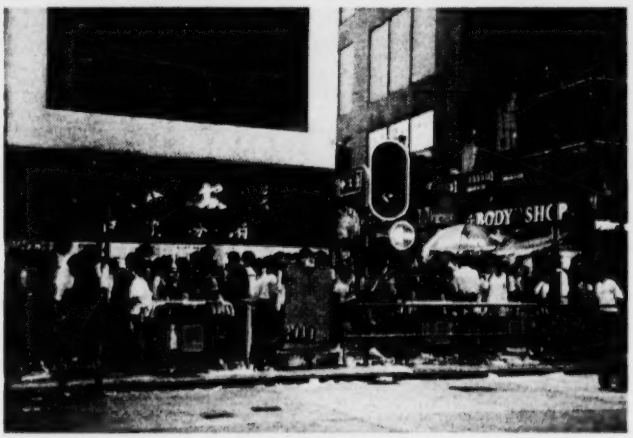
The very nature of tourism itself implies an intrinsic link to the international economy, assuming that tourists travel from other countries. Because of this connection, the well-being of Hong Kong's tourist industry is undeniably linked to the economic well-being of the countries from which tourists travel.

32

Vivian Chiu, South China Morning Post

Though Hong Kong is home to many of the world's most wealthy individuals, it is also home to some of the poorest. According to one study, 856,000 Hong Kong residents or 14 percent of the population, were living below the poverty line, of US$480 a month (Harris, p. 1). Another study revealed that of all the people living in poverty, only 150,000 received any kind of welfare. Now, one of the biggest problems facing social workers is the growing number of elderly poor who have no opportunity to raise their incomes and are struggling to survive in one of the world's most expensive cities (Harris, p. 2). Many of the poor and elderly end up either homeless or in living conditions that are severely inadequate.

Examples of inadequate housing are the "cage homes" and government hostels. In these living situations, an individual can rent a space often as small as a coffin containing a bed made either from wire mesh or from plywood, and share the common kitchen and bathroom with dozens of others. The apartments are often severely crowded and run-down. Unfortunately, these are often the only affordable housing option for people.



Greg Fairbrother and Kevin Ng

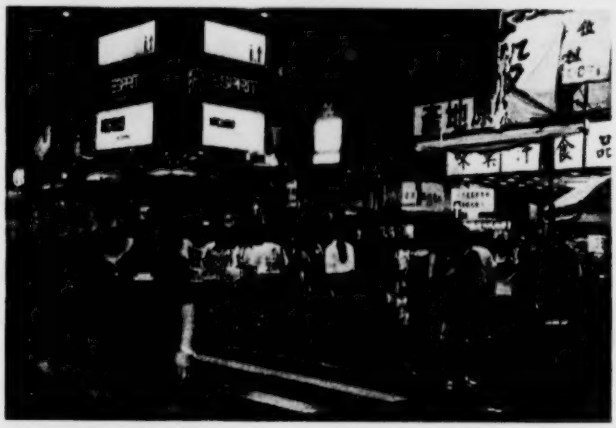
With an average population density of 5,860 people per square kilometer, Hong Kong is a very crowded place. Having a high population density in an area as small as Hong Kong exerts great pressure on infrastructural inadequacies and leads to environmental problems. Among some of the problems associated with a high population density are: traffic congestion, increased air and water pollution, water shortages, overcrowded housing, garbage disposal problems, and lack of usable landfill space.

Greg Fairbrother and Kevin Ng

With so many people in such a limited space, Hong Kong faces a number of environmental problems associated with urban living. The air quality is rapidly deteriorating and the main culprit is the car. A three-year study by Hong Kong's Environmental Protection Department found that vehicle emissions accounted for 98 percent of the air pollution, the worst offenders being the taxis, buses, and trucks that run on diesel fuel (Berfield, p. 1). With so many people living in the area, the greater number of vehicles means more pollution. Increasing numbers of cars on the same road create congested traffic conditions and even fouler air (Berfield, p. 2). High-rise buildings further exacerbate air pollution because they block air-cleansing winds and trap pollution (Berfield, p. 2).

Efficient and effective disposal of garbage is also a growing problem in Hong Kong. In 1970, Hong Kong generated 2,420 tons of waste a day with one incinerator and four landfills. In 1998, the amount of waste grew to 24,000 tons a day and the 13th landfill is almost full. New construction accounts for 58 percent of the increased amount of waste, but there has also been a 500 percent increase in the amount of household waste due to disposable products and more wasteful attitudes among people ("The Price of Negligence," p. 1).

BEST COPY AVAILABLE



Greg Fairbrother and Kevin Ng

With an average population density of 5,860 people per square kilometer, Hong Kong is a very crowded place. Having a high population density in an area as small as Hong Kong exerts great pressure on infrastructural inadequacies and leads to environmental problems. Among some of the problems associated with a high population density are: traffic congestion, increased air and water pollution, water shortages, over-crowded housing, garbage disposal problems, and lack of usable landfill space.

Greg Fairbrother and Kevin Ng

Often considered exotic by foreigners, Hong Kong's Chinese medicine shops sell remedies that aim to cure ailments ranging from pimples to cancer. Chinese medicine is usually a concoction of dried herbs, and often contains ground-up animal organs and bones. The demand for these ingredients is a direct threat to the existence of some species of animals whose parts are considered valuable for medicinal purposes. Tiger bones are used to treat rheumatism, stiff muscles, and weakness. Tiger noses are used to treat epilepsy and dog bites; the brains are used to cure laziness and pimples; and tiger dung is used to treat boils and hemorrhoids. Rhinoceros horns are used to treat strokes, fevers, and high blood pressure. Bear gallbladders are used to treat cancer, gallstones, knife wounds, syphilis, and seizures. Dealing in or using these animal parts is illegal in many countries where it occurs, but trafficking flourishes on the black market (Keller, p. 1).

Greg Fairbrother and Kevin Ng

Hong Kong's markets sell more than just clothes and electronic goods; its restaurants serve more than just fried rice and egg rolls. A closer look into either of these places reveals a more genuine side to life in Hong Kong. Restaurants serve all types of Chinese food, including dishes made from shark fin, duck tongue, snake, turtle, various animal organs, and even insects. Foreigners may consider these offensive and rather disgusting, but to the Chinese this is a part of the culture.

34

Greg Fairbrother and Kevin Ng

With one of the highest population densities in the world, Hong Kong has a problem with overcrowded living conditions in its urban areas. In some parts, the population density is as high as 15,000 people per square kilometer.

High-rise apartment buildings dot the crowded skyline of Hong Kong. Many of these are new, modern and beautiful. Many are old, dilapidated, and unsightly. They are an undeniable sign of the severe space limitations in the city, where buildings get taller and taller to accommodate more and more people.

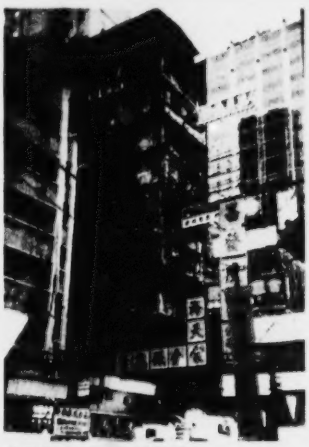
Greg Fairbrother and Kevin Ng

With an average population density of 5,860 people per square kilometer, Hong Kong is a very crowded place. Having a high population density in an area as small as Hong Kong exerts great pressure on infrastructural inadequacies and leads to environmental problems. Among some of the problems associated with a high population density are: traffic congestion, increased air and water pollution, water shortages, overcrowded housing, garbage disposal problems, and lack of usable landfill space.

Greg Fairbrother and Kevin Ng

With one of the highest population densities in the world, Hong Kong has a problem with overcrowded living conditions in its urban areas. In some parts, the population density is as high as 15,000 people per square kilometer.

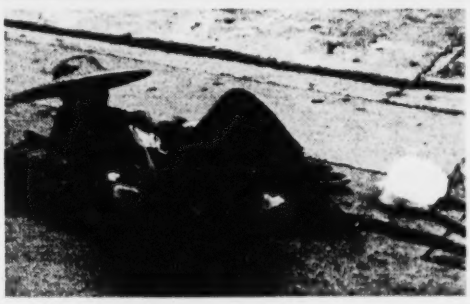
High-rise apartment buildings dot the crowded skyline of Hong Kong. Many of these are new, modern and beautiful. Many are old, dilapidated, and unsightly. They are an undeniable sign of the severe space limitations in the city, where buildings get taller and taller to accommodate more and more people.



Greg Fairbrother and Kevin Ng

With one of the highest population densities in the world, Hong Kong has a problem with overcrowded living conditions in its urban areas. In some parts, the population density is as high as 15,000 people per square kilometer.

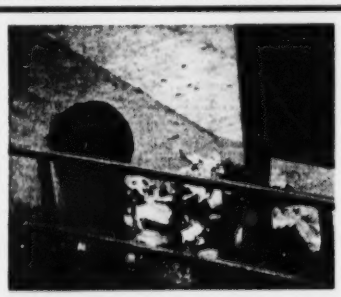
High-rise apartment buildings dot the crowded skyline of Hong Kong. Many of these are new, modern and beautiful. Many are old, dilapidated, and unsightly. They are an undeniable sign of the severe space limitations in the city, where buildings get taller and taller to accommodate more and more people.



Greg Fairbrother and Kevin Ng

Though Hong Kong is home to many of the world's most wealthy individuals, it is also home to some of the poorest. According to one study, 856,000 Hong Kong residents, or 14 percent of the population, were living below the poverty line of US$480 a month (Harris, p. 1). Another study revealed that of all the people living in poverty, only 150,000 received any kind of welfare. Now, one of the biggest problems facing social workers is the growing number of elderly poor who have no opportunity to raise their incomes and are struggling to survive in one of the world's most expensive cities (Harris, p. 2). Many of the poor and elderly end up either homeless or in living conditions that are severely inadequate.

(The foreign exchange rate is HK$7.75=US$1)



Greg Fairbrother and Kevin Ng

With so many people in such a limited space, Hong Kong faces a number of environmental problems associated with urban living. The air quality is rapidly deteriorating and the main culprit is the car. A three-year study by Hong Kong's Environmental Protection Department found that vehicle emissions accounted for 98 percent of the air pollution, the worst offenders being the taxis, buses, and trucks that run on diesel fuel (Berfield, p. 1). With so many people living in the area, the greater number of vehicles means more pollution. Increasing numbers of cars on the same road create congested traffic conditions and even fouler air (Berfield, p. 2). High-rise buildings further exacerbate air pollution because they block air-cleansing winds and trap pollution (Berfield, p. 2).

Efficient and effective disposal of garbage is also a growing problem in Hong Kong. In 1970, Hong Kong generated 2,420 tons of waste a day with one incinerator and four landfills. In 1998, the amount of waste grew to 24,000 tons a day and the 13th landfill is almost full. New construction accounts for 58 percent of the increased amount of waste, but there has also been a 500 percent increase in the amount of household waste due to disposable products and more wasteful attitudes among people ("The Price of Negligence," p. 1).

Greg Fairbrother and Kevin Ng

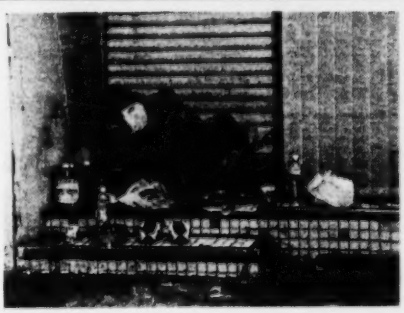
With so many people in such a limited space, Hong Kong faces a number of environmental problems associated with urban living. The air quality is rapidly deteriorating and the main culprit is the car. A three-year study by Hong Kong's Environmental Protection Department found that vehicle emissions accounted for 98 percent of the air pollution, the worst offenders being the taxis, buses, and trucks that run on diesel fuel (Berfield, p. 1). With so many people living in the area, the greater number of vehicles means more pollution. Increasing numbers of cars on the same road create congested traffic conditions and even fouler air (Berfield, p. 2). High-rise buildings further exacerbate air pollution because they block air-cleansing winds and trap pollution (Berfield, p. 2).

Efficient and effective disposal of garbage is also a growing problem in Hong Kong. In 1970, Hong Kong generated 2,420 tons of waste a day with one incinerator and four landfills. In 1998, the amount of waste grew to 24,000 tons a day and the 13th landfill is almost full. New construction accounts for 58 percent of the increased amount of waste, but there has also been a 500 percent increase in the amount of household waste due to disposable products and more wasteful attitudes among people ("The Price of Negligence," p. 1).

Greg Fairbrother and Kevin Ng

With one of the highest population densities in the world, Hong Kong has a problem with overcrowded living conditions in its urban areas. In some parts, the population density is as high as 15,000 people per square kilometer.

High-rise apartment buildings dot the crowded skyline of Hong Kong. Many of these are new, modern and beautiful. Many are old, dilapidated, and unsightly. They are an undeniable sign of the severe space limitations in the city, where buildings get taller and taller to accommodate more and more people.



Greg Fairbrother and Kevin Ng

Though Hong Kong is home to many of the world's most wealthy individuals, it is also home to some of the poorest. According to one study, 856,000 Hong Kong residents or 14 percent of the population, were living below the poverty line, of US$480 a month (Harris, p. 1). Another study revealed that of all the people living in poverty, only 150,000 received any kind of welfare. Now, one of the biggest problems facing social workers is the growing number of elderly poor who have no opportunity to raise their incomes and are struggling to survive in one of the world's most expensive cities (Harris, p. 2). Many of the poor and elderly end up either homeless or in living conditions that are severely inadequate.

(The foreign exchange rate is HK$7.75=US$1)

BEST COPY AVAILABLE

Country A

It is a large country with a services-based economy and vast natural resources.

The average monthly salary in Hong Kong dollars is HK$18,500.

Country B

It is a small tropical country with an economy highly dependent on services and trade.

The average monthly salary in Hong Kong dollars is HK$16,800.

Country C

It is a densely populated island nation with few natural resources but high industrial output.

The average monthly salary in Hong Kong dollars is HK$14,700.

Country D

It is a medium-sized country with a stable economy. The main export products are textiles, machinery, and cork.

The average monthly salary in Hong Kong dollars is HK$8,000.

Country E

It is a large nation with rich natural resources, a highly literate population, an export-oriented agricultural sector, and a diversified industrial base.

The average monthly salary in Hong Kong dollars is HK$5,600.

Country F

It is a small desert nation lacking natural resources and with an economy largely based on services.

The average monthly salary in Hong Kong dollars is HK$3,200.

38

Country G

It is a large tropical country whose economy has been boosted by exports of natural resources such as timber, petroleum, and minerals.

The average monthly salary in Hong Kong dollars is HK$2,400.

Country H

It is a large country with an economy led by light industry exports, but which faces severe environmental and population pressures.

The average monthly salary in Hong Kong dollars is HK$1,800.

Country I

It is a small formerly communist country with an economy dominated by the agricultural sector.

The average monthly salary in Hong Kong dollars is HK$800.

Country J

It is a small, isolated, mountainous nation with extensive timber resources.

The average monthly salary in Hong Kong dollars is HK$500.

Country K

It is a large war-torn country with an economy based on agriculture.

The average monthly salary in Hong Kong dollars is HK$300.

Financial crisis hits Hong Kong! The government cannot defend the peg to the US$ and the exchange rate for the HK$ collapses as investors flee Hong Kong. As a result, your money is suddenly worth 3 times more than it was yesterday	A neighboring country begins military exercises in which they launch live missiles dangerously near Hong Kong. People living in Hong Kong are nervous, and tourists are afraid to visit. As an incentive, hotels are offering a second night free.
The rainy season is especially severe. Harsh typhoons set off widespread flooding and create dangerous landslide conditions all over Hong Kong Island. The government decides to subsidize all hotels in Kowloon and the New Territories to keep tourists in the area. Rates in those hotels drop by half.	China wants to promote tourism in Hong Kong and lowers taxes that affect tourists (airport, hotel, and food taxes). Increase your money by 25 percent.
War breaks out in the Asia/Pacific region, scaring away many tourists. Although Hong Kong is considered a neutral and safe territory, tourists are reluctant to visit. In order to attract tourists, the HK government decides to remove the peg and devalue the HK$ by 25 percent. As a result, your money is now worth 25 percent more.	Your country invites Lee Teng-hui, leader of Taiwan, to visit. China is outraged because Taiwan is considered a rebel province of China, and inviting Taiwan's leader means recognizing his legitimacy. Relations are now very tense between your country and China. Prices go up in Hong Kong, effectively cutting the value of your money in half.

A severe financial crisis hits your home country, which in turn rocks the Hong Kong economy so badly that the government must remove the peg to the US$ and the exchange rate collapses. As a result, your money is now worth only half of what it was yesterday	China reneged on an international agreement to stop nuclear weapons testing. The worldwide reaction is so strong that many countries end their diplomatic relations with China. The exchange rate collapses as investors flee Hong Kong. As a result, the value of your money drops by half.
A major natural disaster devastates the capital of your country and sends a wave of panic through the stock market. The value of your money drops by 25 percent.	The president of your country is assassinated and the stock market reacts badly. The value of your money drops by one-third.

Instructions for Day 1

You and your group members have just arrived in Hong Kong (HK) where you will be spending two days as tourists. Each of you has worked hard last year and saved up an entire month's salary to spend on your trip. You have decided to pool your money together and travel as a group, so you will need to budget your money accordingly. You must spend all of your money.

1. Your country name currently consists of one letter. Create a name for your country starting with that letter.

2. You will need to assign the following roles to group members. (If you have more than 5 members in your group, you may assign more than one person to any of these roles.)

- **LODGING COORDINATOR** - one who reviews hotel information, assesses cost and location, and makes lodging recommendations to the group based on people's preferences and budget
- **ACTIVITIES COORDINATOR** - one who reviews activities information, assesses cost and location, and makes activities recommendations to the group based on people's preferences and budget
- **NAVIGATOR** - one who is in charge of the map, suggests routes of travel, locates destinations on the map
- **TRANSPORTATION COORDINATOR** - one who is responsible for calculating the cost of transportation and for suggesting alternate routes or modes of transportation to and from locations
- **BOOKKEEPER** - one who keeps track of the money and expenditures, keeps travel plans within the budget

Each person will have to work very closely with the others to ensure that the plan is cohesive and efficient.

3. Record your expenditures and trip details on the Expense Sheet provided. At the end of the simulation, you will be discussing your experience.
You will be staying in HK for two days and two nights, so plan your itinerary accordingly. You must budget your money to cover:
   - 2 nights of lodging
   - at least 2 meals per day
   - transportation
   - at least 5 sightseeing activities per day

4. It's been a long tiring day of sightseeing and your mind is filled with thoughts about your trip so far. Write down your thoughts in your travel journal. Be creative and use your imagination! Describe your experience, your hotel, your meals, your activities, etc., in as much detail as you can. Along with your thoughts, answer the following questions in your journal:
   - Did you have a good or bad day? Why?
   - Do you feel limited or empowered by the amount of money you have? Explain.
   - What was the best part of the day? Why?
   - What was the worst part of the day? Why?

Instructions for Day 2

For most countries, the exchange rate is determined by the market, and currency values fluctuate according to market conditions. Hong Kong is an exception to this general rule because its government has "pegged" the Hong Kong dollar (HK$) to the U.S. dollar (US$), which means that its value is attached to the US$ at a fixed rate. This way, the value of the HK$ typically fluctuates along with the US$ regardless of market conditions.

There are two key elements that allow Hong Kong to use a peg. First of all, it has a huge foreign reserves ($100 billion) accumulated through trade surplus. Furthermore, the Hong Kong government is ready to raise interest rates and accept economic recession in order to defend the peg. Many other countries either do not want to bear such a cost, or they are unable to bear the cost because of insufficient foreign reserves.

In this activity, you will be selecting a Global Impact Card that describes a hypothetical scenario that affects the value of your money. Some scenarios describe extreme cases in which the peg is removed by the Hong Kong government because of unusual circumstances. Keep in mind that Hong Kong's government is unusual in that it has the power to change the exchange rate—other countries' governments do not have this capability.

1. Each group will start the day by randomly selecting one Global Impact Card. Follow the instructions on the card.
2. When you have recalculated the remainder of your money (what you spent yesterday is gone), begin planning Day 2 of your trip, recording expenses and details as you did for Day 1.
3. At the end of the day, write another journal entry. Be creative and use your imagination! Again, try to be as detailed as possible and be sure to write about any feelings you may have experienced as a result of any changes you may have made to your trip. Along with your thoughts, answer the following questions in your journal:
   - Did you have a good or bad day? Why?
   - How did the Global Impact Card affect the amount of money you had?
   - How did you feel when you had to adjust your budget?
   - What kind of changes did you make to your trip itinerary and the types of activities, hotel, transportation, and meals that you chose?

Expense Sheet for Day 1

Country _____

Average Monthly Salary _____

Group Members _____

_____

Total Money to Spend _____
(Multiply the Average Monthly Salary by the number of people in your group.)

Day 1	Cost
Breakfast Lunch Dinner	
Hotel:	
Activity #1: Transportation: Activity #2: Transportation: Activity #3: Transportation: Activity #4: Transportation: Activity #5: Transportation:	
DAY 1 TOTAL	

Expense Sheet for Day 2

Country _____

Average Monthly Salary _____

Group Members _____

_____

Total Money to Spend _____
(Multiply the Average Monthly Salary by the number of people in your group.)

Day 2	Cost
Breakfast Lunch Dinner	
Hotel:	
Activity #1: Transportation: Activity #2: Transportation: Activity #3: Transportation: Activity #4: Transportation: Activity #5: Transportation:	
DAY 2 TOTAL	

Lodging in Kowloon and the New Territories

	Hotel	Single	Double	Triple	Suite	Person
1	BP International Hotel		$1,500		$2,800	
2	Bangkok Royal Hotel	$ 580	$ 650			$ 90
3	Hotel Concourse		$1,600		$2,800	
4	Evergreen Hotel	$ 500	$ 580	$ 750	$ 840	$120
5	Eaton Hotel		$1,750		$2,700	
6	Grand Stanford Harbour View Hotel		$3,200		$4,800 to $13,000	
7	Grand Tower Hotel		$1,900	$3,200	$4,300	$460
8	Guangdong Hotel		$1,500		$2,900	$330
9	The Harbour Plaza		$2,900		$4,500 to $29,500	$480
10	Holiday Inn Golden Mile	$2,200	$2,300			$400
11	Hong Kong Hotel		$3,000		$4,000 to $15,000	$450
12	Hong Kong Renaissance Hotel	NOT OPEN FOR BUSINESS				
13	Hyatt Regency	$3,000	$3,000	$3,500		
14	Imperial Hotel	$1,200	$1,400			
15	International Hotel	$ 680	$ 850		$1,550	
16	Kimberley Hotel	$1,600	$1,700		$3,000	$400
17	Kowloon Hotel	$2,000	$2,100		$4,000	
18	Kowloon Shangri-La Hotel		$3,900		$4,500 to $17,000	
19	Majestic Hotel		$1,700		$3,500	
20	The Marco Polo, Hong Kong	$2,000	$2,200		$3,450 to $7,500	
21	The Metropole Hotel		$1,600			$350
22	Miramar Hotel		$2,100		$3,300 to $12,000	
23	Nathan Hotel	$1,000	$1,200	$1,300	$1,650	
24	New Astor Hotel		$1,450		$3,300	$300
25	New World Hotel	$2,200	$2,600		$3,300 to $7,500	
26	New Hotel Kowloon		$1,400		$3,300	
27	Nikko Hotel		$3,000		$5,800 to $14,500	
28	Park Hotel	$1,850	$1,950	$2,350	$2,600 to $4,800	$400
29	Pearl Seaview Hotel	$1,080	$1,400		$2,700	

	Hotel	Single	Double	Triple	Suite	Person
30	The Peninsula		$3,750		$5,200 to $39,000	$500
31	The Prince		$2,300		$3,700	
32	The Prudential Hotel		$1,780		$3,400	
33	Ramada Hotel Kowloon		$ 650		$3,500	
34	Regal Airport Hotel	$2,000	$2,200		$5,000 to $12,000	
35	Regal Kowloon Hotel	$2,500	$2,550		$5,000 to $12,000	
36	The Regent		$3,500		$4,600 to $26,000	
37	Royal Garden		$2,550		$3,800 to $14,000	
38	Royal Pacific Hotel	$2,400	$2,600		$2,500 to $9,800	$400
39	Royal Plaza Hotel		$2,350		$4,500	$400
40	"The Salisbury" YMCA	$ 880	$1,100		$1,850	$190 per dorm bed
41	Shamrock Hotel	$ 710	$ 860		$1,000	
42	Sheraton Hong Kong Hotel & Towers		$3,300		$3,900 to $9,300	$225
43	Stanford Hotel	$1,300	$1,500			$300
44	Stanford Hillview Hotel		$1,400		$2,600	$300
45	Windsor Hotel		$1,600		$2,900	$400
46	Gold Coast Hotel		$1,780			
47	Kowloon Panda		$1,750		$3,000 to $8,200	$200
48	Regal Riverside Hotel		$2,200		$3,800 to $8,800	$350
49	Royal Park		$2,100		$4,700	$380
50	Anne Black Guest House (YWCA)	$ 400	$ 550			
51	Booth Lodge (The Salvation Army)	$ 580	$ 900			
52	Caritas Bianchi Lodge	$ 450	$ 450	$600		$180
53	Caritas Lodge (Boundary Street)	$ 350	$ 400	$560		
54	Chungking House	$ 290	$ 390	$490		
55	Holy Carpenter Guest House		$ 700	$900		$190
56	STB Hostel (HK) Ltd.		$ 450	$540	$ 650	$180 per dorm bed
57	YMCA International House	$ 720	$1,060		$1,650	$170

Lodging on Hong Kong and Outlying Islands

	Hotel	Single	Double	Triple	Suite	Person
1	Bishop Lei International House	$1,080	$1,580		$2,080 to $4,800	$300
2	Century Hong Kong Hotel		$2,300		$6,000	
3	The Charterhouse	$1,400	$1,800		$2,500	
4	City Garden	$1,800	$2,000		$3,550	$300
5	Conrad International HK	$3,900	$3,650		$5,000 to $25,000	
6	The Emperor Byron Hotel	$1,700	$1,790		$3,300	
7	Empire Hotel		$1,650		$4,000	$320
8	The Excelsior		$2,900		$6,000	
9	Furama Hotel		$3,000		$3,700 to $10,000	$400
10	Grand Hyatt	$3,600	$3,850		$5,500 to $25,000	$350
11	Grand Plaza		$1,900		$3,300	
12	Harbour View International House		$1,400			$220
13	Island Shangri-La	$3,100	$3,400		$5,300 to $26,000	$450
14	J.W. Marriott Hotel		$3,400		$6,000 to $23,000	
15	Luk Kwok Hotel	$1,000	$2,200		$4,700	$280
16	Mandarin Oriental		$3,300		$7,000 to $25,000	
17	New Cathay Hotel	$ 740	$1,225	$1,600	$2,100	
18	New Harbour Hotel		$1,480			$320
19	New World Harbour View	NOT OPEN FOR BUSINESS				
20	Newton Hotel		$1,900		$3,900	
21	The Park Lane		$2,500		$4,300 to $19,000	$400
22	Regal Hong Kong		$3,300		$6,000 to $22,000	
23	Ritz-Carlton	$3,500	$3,500		$4,500 to $19,000	
24	South China Hotel	$1,575	$1,650		$4,500	$300
25	South Pacific Hotel	$1,900	$1,950	$2,250	$4,600	$300
26	Two Macdonnell Road	$1,125			$2,100	$200
27	The Wesley	$1,250	$2,100			
28	Wharney Hotel	$1,850	$1,950		$3,750	
29	Silvermine Beach Hotel		$1,130			
30	Warwick Hotel Cheung Chau		$1,090		$2,690	
31	Garden View International House		$ 935		$1,660	
32	The Prudential Hotel		$1,780		$3,400	

Transportation Information

Mode of Transport	Fares*	Travel Time
Walking	Free	10 minutes per km
Tram	$2	10 minutes per km
Bus	$1 to $34 based on distance The fare increases by $1 each km. Maximum fare is $34. $12 to cross harbor	5 minutes per km
Mass Transit Railway (MTR)	$4 to $13 based on distance The fare increases by $1 every two stops. Maximum fare is $13.	2 minutes per stop
Taxi	$15 for 1st 2 km $1 for each additional 250 meters	1 minute per km
Ferry	$2 to cross the harbor via Star Ferry	7 minutes to cross the harbour
Ferries from Central to	1 hour each way Cheung Chau, Lamma Island, and Lantau Island: $30 deluxe/$10 regular	
Kowloon-Canton Railway (KCR)	$4 to $9	Not available during your trip

*** Note: All fares are one-way and have been rounded to the nearest dollar to simplify calculations.**

The length of one grid square on your Official Hong Kong Map is approximately 250 meters or 1/4 kilometer. Calculate your transportation costs accordingly.

BEST COPY AVAILABLE

Kowloon Highlights

Site	Name	Description	Fees	Map
1	China Ferry Terminal	Place to catch ferries to Macau and China.	N/A	I5
2	Jade Market	A specialist market for 450 registered jade sellers. Jade is said to have great spiritual value, and when carved into certain figures, it represents wealth (deer), good fortune (tiger), and power (dragon).	Free	F5
3	Harbour City	Hong Kong's largest interconnected shopping mall.	Free	J5
4	Hong Kong Coliseum	No information available.	N/A	H9
5	HK Cultural Centre	Offers many venues for international caliber performers.	Tours $10	K6
6	HK Museum of Art	Located within the Cultural Centre complex on Salisbury Road, the museum collection includes oil paintings, drawings and etchings, as well as lithographs of old Hong Kong. Six exhibition galleries display Chinese antiquities, Chinese fine arts, historical pictures, contemporary Hong Kong art, and special exhibitions.	$10	K6
7	HK Museum of History	One exhibition presents a brief introduction to the history of Hong Kong, incorporating items from the museum's extensive collections of archaeological finds, historical photographs, paintings, maps, etc.	$10	I6
8	HK Science Museum	It houses about 500 exhibits, many of which are interactive or "hands-on" exhibits. Visitors can explore the mysteries of science and technology, including areas pertaining to computers, robotics, energy, and communication.	$25	H8
9	HK Space Museum	It houses one of the world's largest and most technically sophisticated planetariums, the Space Theater, where thrilling wide-screen Omnimax and Skyshows are presented.	$10; Show tickets $26	K6
10	HK Tourist Association Information and Gift Centre	Get free tourist information here and shop for souvenirs and gifts.	Free	K5
11	Hover Ferry to Central	An alternate route to the Central District.	$5.20	J8
12	Kowloon Mosque and Islamic Centre	It is the largest mosque in Hong Kong. It is not open to tourists, so visitors are limited to seeing the outside.	Free	I6
13	Kowloon Park	The HK Museum of History is here. The park also boasts extensive recreation and sports facilities, including restaurants, an indoor heated pool complex, and a games hall. The Sculpture Walk features works by local sculptors and is the main open-air attraction. There is also a Chinese garden, bird lake, maze, lily pond, water and "colour" gardens, banyan tree court, children's playground, and aviary.	$17 to swim	I6

Site	Name	Description	Fees	Map
14	Kowloon Public Ferry Pier	Place to catch ferries to all other islands.	N/A	K6
15	Ladies' Market	Women can find inexpensive clothing, accessories, and shoes here.	Free	C6
16	Nathan Road	A bustling neon-lit street offering endless shopping opportunities.	Free	6
17	Ocean Terminal	Docking area for major cruise liners.	Free	J4, J5
18	Sam Tung Uk Museum	The museum is a restoration of a village founded by the Chan clan in 1786. There are 8 fully furnished houses and an ancestral hall.	Free	S3
19	Star Ferry Pier	Place to catch the Star Ferry to Central.	$1.70 to $2.70	K5
20	Temple Street Market	A bustling night market with hundreds of stalls selling men's clothing and goods.	Free	F6
21	Waterfront Promenade	Stretches from New World Centre shopping mall to Hung Hom and provides stunning views of Victoria Harbor and Hong Kong Island.	Free	J8
22	Yuen Po Street Bird Garden	Houses over 70 bird stalls as well as traditional Oriental garden pavilions.	Free	A7
23	Bird Market	Hundreds of birds are on sale at this bustling market on Hong Lok Street. Intricately fashioned wood and bamboo cages are also displayed for sale, alongside all the paraphernalia with which the birds are pampered	Free	B5
24	Sung Dynasty Village	This presents a living museum experience of lifestyles during Imperial China's Sung Dynasty (AD 960-1279), modeled on people depicted in a famous scroll painting of the period. All the "villagers" are dressed in the period's costumes and work in shops displaying ancient handicrafts such as calligraphy, incense stick making, fan painting, umbrella making, and candy making. Samples of their handiworks can be bought by visitors using "Sung money" vouchers obtained from the village money changer. Other attractions include acrobats, fortune-telling, and kung fu displays. There is also a wax museum featuring many leading Chinese historical figures.	$120	closest MTR station is Mei Foo
25	Lai Chi Kok Amusement Park	An old-fashioned funfair with game booths, rides, and a skating rink.	$15	closest MTR station is Mei Foo
26	Wong Tai Sin Temple	An example of traditional Chinese temple architecture with its red pillars, two-tiered golden roof, yellow lattice-work, and multicolored carvings. Get your fortune told by having a fortune-teller interpret your fortune sticks.	Free	near Wong Tai Sin MTR

Hong Kong Island Highlights

Site	Name	Description	Fees	Map
1	Bank of China Tower	Designed by Chinese-American architect I.M. Pei. This building dominates the Hong Kong skyline with its sharp angles.	Free	E5
2	Exchange Square	Home of the Hong Kong Stock Exchange. Tours are sometimes available.	Free	C3
3	Flagstaff House Museum of Tea Ware	Located within Hong Kong Park, this museum is the oldest Western-style building still standing in Hong Kong. It dates back to 1846. It houses a collection of tea ware dating back to 221 BC.	Free	F5
4	General Post Office		N/A	C4
5	HK Tourist Association Information and Gift Centre (Jardine House)	Get free tourist information here and shop for souvenirs and gifts.	Free	D4
6	Hollywood Road	A road long-famous for its many antique and curio shops, a browser's paradise with everything from Chinese blackwood furniture, calligraphy sets and wall scrolls, embroidery, fans, porcelain, etc.	Free	D1,D2
7	Hong Kong Convention and Exhibition Centre	An enormous building that hosts trade shows and events. The building boasts the world's largest "glass curtain," a window seven stories tall.	Free	D9
8	Hong Kong Park	The park houses the Flagstaff Museum, an aviary, tai chi garden, playground, and artificial waterfall.	Free	F5
9	Jumbo Floating Restaurant	This is the most famous of the gigantic floating restaurants in Aberdeen Harbor, where thousands of people still live and work on their junks.	About $50 each	I2
10	The Landmark	A major shopping center		D3
11	Lan Kwai Fong	A trendy district with scores of international restaurants and bars. It's very popular with young people, especially on weekends.	Free	E2
12	Man Mo Temple	A temple named for its two principal deities: Man, the god of literature, and Mo, the god of war.	Free	C1
13	Noon Day Gun	The gun is fired every day at the stroke of midday and on selected other occasions.	Free	D14
14	Ocean Park	Southeast Asia's largest entertainment and leisure center with cable car rides, dolphin and killer whale shows, high-divers, aquariums, amusement rides, and other marine life displays.	$60	H5,J5
15	Ferry Piers for Outlying Islands	Place to catch ferries to outlying islands.	N/A	A2,A3, B4,B5
16	Pacific Place	This shopping mall houses shops, restaurants, and one of Hong Kong's biggest cinemas.	Free	F6
17	The Peak Tower	Built directly over the Peak Tram terminus, the tower affords an unobstructed 360-degree view of Hong Kong.	Free	T2

Site	Name	Description	Fees	Map
18	Lower Peak Tram	Take the Peak Tram to the top of Victoria Peak for an Stationincredible view of Hong Kong.	$14 O/W, $21 R/T	F4
19	Stanley Market	Tourists flock here to buy cheap clothing, sporting goods, low-grade jewelry, and art.	Free	O1
20	Star Ferry Pier	Place to catch ferries to Tsim Sha Tsui, Discovery Bay, and Hung Hom.		C4
21	Times Square	An enormous retail/office complex in Causeway Bay that houses shops, restaurants, offices, and cinema.	Free	F13
22	Victoria Park	A large park that includes Olympic-sized swimming pools, tennis courts, football, and other playing fields. It is also a popular place to watch traditional Chinese shadowboxing and tai chi.	Free	D14
23	Hong Kong Zoological and Botanical Gardens	They were established in 1864. The zoological part contains a small section for mammals and an outstanding section of exotic birds. The gardens are Victorian in style and are a popular place for locals practicing their taichi.	Free	F2,F3
24	Causeway Bay	Full of modern shopping centers, boutiques, restaurants, and open-air markets such as Jardine's Bazaar and Jardine's Crescent.	Free	12-14
25	St John's Cathedral	It was opened in 1849 and is believed to be the oldest Anglican church in the Far East.	Free	E4/F4
26	Tsui Museum of Art	This museum houses over 3,000 pieces of Chinese art, including a comprehensive ceramic collection, and a wide range of bronze, carved wood, ivory, and furniture exhibits. Located in the old Bank of China building.	$30	E4
27	Middle Kingdom	A Chinese cultural village with temples, pagodas, traditional street scenes, and people dressed in costumes.	$130	K7
28	Water World	A water park with swimming pools, water slides, and diving platforms.	$60	H8
29	Happy Valley Race Course	The oldest race course in Hong Kong, built in 1846.		G13
30	Repulse Bay	A beautiful crescent-shaped bay named after the British ship H.M.S. Repulse. It's a popular spot because of its white sand beach.	Free	M1
31	Aw Boon Haw (Tiger Balm) Gardens	This park was built by Aw Boon Haw, maker of the cure-all ointment Tiger Balm. The park features a collection of statues and grottoes that depict popular Chinese legend in vivid detail.	Free	G14
32	Western Market	A four-story Edwardian building turned into a shopping center filled with trendy shops and restaurants.	Free	B1

Other Highlights and Activities

	Activity	Description	Fees
1	Golf	Play a round of golf at a course on Lantau Island.	$800
2	Hiking	Lantau Island and the New Territories offer many hiking opportunities. The scenery gets more beautiful farther away from the urban areas.	Free
3	Paragliding	Glide through the air high above Hong Kong on a paraglider. Meet at Lantau Island.	$1,500
4	Skydiving	Dive from an airplane and see Hong Kong a different way.	$2,000
5	Waterskiing	Waterski at Repulse Bay, Stanley, and Lamma Island.	$300 per hour
6	Yachting and Sailing	Charter a yacht or sailboat from Aberdeen. (Aberdeen is approximately 3 km from the Central District.)	$2,800 for 3 hours
7	Cheung Chau Island	Once a refuge for pirates, this island later turned into an exclusive retreat for British colonials. Many city dwellers flock here on weekends to enjoy the beaches and hiking trails.	Free
8	Lamma Island	This island is known for its beaches, seafood, and hiking trails.	Free
9	Lantau Island	This is Hong Kong's most pristine piece of land. Over half has been designated as parkland. There are walking and hiking trails, camping and barbecue sites, isolated beaches, monasteries, and small villages.	Free

Examples of What to Eat in Hong Kong

Cheap
HK$25
Sandwich
Fast food (hamburgers, fried chicken, or pizza)
Street Market vendors—simple meat and vegetable dishes, noodle soup
Dim Sum (small dishes of delicious Chinese snacks)

Moderate
HK$100
All you can eat buffet of good-quality food (Indian, American, Chinese)
Good-quality Chinese food
Multi-course meal with soup or salad, entree, dessert, and drink

Expensive
HK$250
Deluxe seafood banquet at a famous floating restaurant
Gourmet dining experience at Hong Kong's finest restaurants

(PRICES ARE PER PERSON)

54

Lesson 3

Hong Kong Before and After the 1997 Handover

Organizing Questions

- What is Hong Kong's position in the global economy?
- What was the significance of the year 1997 for Hong Kong?
- What are some examples of the economic interdependence that exists between Hong Kong and the rest of the world?

Introduction

This lesson uses a readers' theater in the format of a roundtable discussion to highlight different points of view regarding the 1997 handover of power from British to Chinese rule in Hong Kong. The roundtable discussion includes the perspectives of ten individuals from Britain, the United States, China, and Hong Kong, including President Clinton, Queen Elizabeth, and former Hong Kong governor Christopher Patten. The readers' theater script is a compilation of quotes extracted from press conference statements, speeches, and interview transcripts.

The culminating activity involves the creation and publication of a newspaper that focuses on this event. Following the readers' theater is a press conference where the rest of the students, acting as reporters, ask questions of the roundtable discussants and gather information for their news story.

Objectives

knowledge

- to learn about Hong Kong's economic interdependence with the rest of the world
- to learn how the 1997 handover affected Hong Kong's role in the world economy

attitude

- to understand the precarious relationship between countries when their economies are interdependent
- to appreciate the significance of the 1997 handover to Chinese rule

skill

- to articulate meaningful questions and answers about Hong Kong's political and economic situation
- to make reasonable inferences about contemporary issues in Hong Kong based on a limited amount of information

lesson three

Materials

- Teacher Information Card, *Classroom Layout for Readers' Theater*
- Handout #1, *Background Information*
- Handout #2a, *Instructions and Roles for Newspaper Groups*
- Handout #2b, *Reporter's Notepad*
- Handout #3, *Instructions for Reader's Theater Participants*
- Readers' Theater: Roundtable Discussion
- markers, crayons, colored pencils
- 4 sheets of 11"x17" paper
- tape, scissors, glue sticks

Time

- at least 3 class periods

About Readers' Theater

Readers' theater is a dramatization technique used to bring a text to life. A hybrid of performance and reading aloud, readers' theater assigns roles to students based on the characters in the text. Those who do not have a part observe from the audience. In this lesson, students in the audience will be newspaper reporters. The goal of the readers' theater is not to act out a script, but to engage students in the text through the roles, choices, issues, and decisions faced by each particular character. The performance itself does not have to involve props and staging, though either can be used to enhance the dramatic effect.

Though practice will ultimately point out what works best according to your own teaching environment, there are several pointers you should keep in mind when using any readers' theater in the classroom. Familiarize yourself with these before beginning:

- Each student needs his/her own copy of the entire script, which should be stapled in the upper left-hand corner for easy use.
- Students without assigned speaking roles will constitute the audience. They should also be given a copy of the script. The performance will be more successful if everyone has already read the text. In this way, the audience pays particular attention to the performance.
- When the performance ends, the audience can help discuss and debrief the readers' theater by asking questions of the characters.
- You can make your own readers' theater out of any text that can be spoken, but the best ones will be those containing multiple voices, narrative tension, and even action. Use more than one text if you wish, splicing together books with editorials, interviews, etc., to make an educational and interesting readers' theater.
- Resist rewording the original. Choose texts that are relatively easy to read aloud without undue meddling or editing. Readers' theater gives you the opportunity to use primary source reading material; respect the authors own words when possible.

Note: Definitions for underlined text can be found in the glossary.

Procedure
Day 1

1. Introduce this lesson by informing students that they will be learning about the 1997 handover of Hong Kong to Chinese rule. They will participate in a readers' theater of a roundtable discussion, which will then be followed by a press conference.
2. Distribute Handout #1, *Background Information*, for students to read. You may have students read this background information by themselves or in small groups.

3. Select 11 volunteers to participate in the readers' theater. Assign the individual roles. Divide them into 3 small groups and distribute Handout #3, *Instructions for Readers' Theater Participants* and the readers' theater script.
4. Divide the remaining students into 4 groups that will represent newspaper staffs from Britain, the United States, China, and Hong Kong. Distribute Handouts #2a, *Instructions and Roles for Newspaper Groups*, and #2b, *Reporter's Notepad*, and an 11"x17" sheet of paper to each group for their sign. Be sure each group member has a copy of Handout #2b. The handouts explain each person's role and guide students through the process of this activity. Give each group a copy of the script.
5. Allow students the rest of the class period to prepare for the activity. Students should read through the instructions and discuss the activity among themselves. Be ready to answer any questions they may have.

Day 2

6. Read through Handouts #2a and #3 so you will be familiar with students' responsibilities throughout the lesson.
7. Consult the Teacher Information Card to set up the classroom for the readers' theater. Arrange the students in their designated positions and post their name placards so they are clearly visible from around the room.
8. The readers' theater should take approximately 30 minutes to complete. During this time, all newspaper staffs should be taking notes and preparing for the press conference. Ideally, the entire activity (reader's theater and press conference) should be completed in one class period to ensure continuity, so keep careful track of time and try to have the room set up before students arrive.
9. As soon as the readers' theater is finished, announce the start of the press conference and open the floor to questions. The teacher should act as the host, encouraging and monitoring questions, and highlighting the different perspectives presented in the readers' theater.
10. In the remaining time of the class period (or at the beginning of the next day), generate a brief discussion about the beliefs of these characters to clarify any misconceptions or misunderstandings before the next activity begins.

Day 3

11. Allow students most of this class period to work on their newspapers. Either display the finished products or allow students to present their work. Save 15 minutes at the end of the class to debrief the lesson.

    — or —

    If you prefer, allow students the entire period to work on their newspapers and conclude the lesson the next day with presentations and debriefing.

    If resources are available, encourage students to use the internet to find photographs, maps, and other useful information to enhance their newspapers. If time and resources allow, students should be encouraged to type their articles using a word processor. In this case, the newspaper activity would take more than one day to complete.

12. When the newspaper groups begin work on their projects, instruct the readers' theater characters to join whichever group is representing their country. The News Anchor may join any group of his or her choice. In case of confusion, Mr. Patten should join the British newspaper and Mr. Fairbrother should join the American newspaper.

    These individuals' roles will be to act as consultants, special guest columnists, and/or any other type of contributor they wish to be. All group members must contribute something concrete to the newspaper.

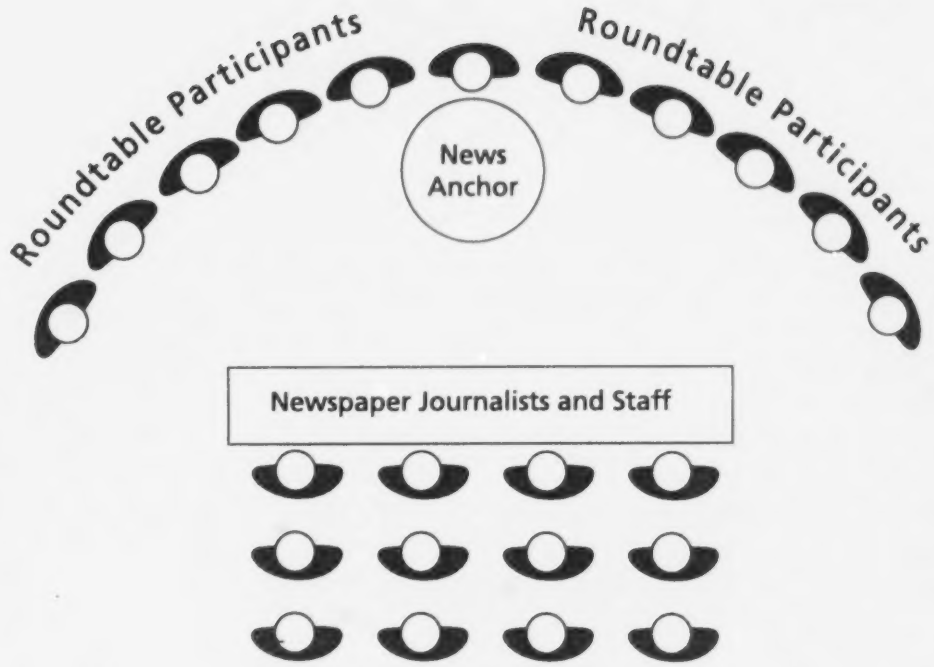
    To avoid any pre-roundtable collaboration and to make sure newspaper staffs pay close attention during the entire readers' theater and press conference, do not inform students about this "surprise" addition to their newspaper staffs until now.

13. To debrief the lesson, generate a discussion around some or all of the following questions:

    - Patten mentioned two themes regarding Hong Kong's transition—"End of Empire" and "Return of the Dragon." Do other roundtable participants' comments support either one or the other? Both?
    - Regarding Hong Kong's history as a colony of Britain, Patten said, "This is not the debris from the collision of two civilizations but a new creation of them, offering fresh ideas to both." Do you agree or disagree? Why?
    - How do you think Queen Elizabeth II would react to Premier Li or President Jiang's comments about the return of Hong Kong to the "motherland"?
    - What are Premier Li and President Jiang referring to with the term "one country, two systems"?
    - Tam Wing-pong refers to Hong Kong as a "hub of trade routes." As such, Hong Kong is interdependent with other countries' economies. What evidence does he give of this?
    - How do you think Premier Li and President Jiang would react to President Clinton's comment, "For us Americans, Hong Kong is China's window on the world"?

- Regarding Hong Kong's future, what questions might Robin Cook raise with President Jiang and Premier Li?
- After hearing the various comments delivered in the readers' theater, what do you think are the major issues facing Tung Cheehwa, Chief Executive of the HKSAR?
- How do President Clinton's comments illustrate the economic interdependence between the United States and Asia?
- How do the comments of other roundtable participants illustrate their countries' economic interdependence with Hong Kong?
- Why is it important to pay attention to international economic affairs?

Classroom Layout for Readers' Theater



Background Information

Britain's acquisition of the present-day Hong Kong Special Administrative Region (HKSAR) began in 1842 with the annexation of Hong Kong Island following Britain's victory in the First Opium War. To fortify Britain's control of the harbor, Kowloon Peninsula was added in 1860 after the Second Opium War, which was fought over what China considered the "unequal treaty" of the first war. 1898, as an added measure of security and protection, Britain leased the New Territories from China for a term of 99 years. Britain now had complete control of the harbor and its immediate surroundings.

As the end of their 99-year claim on the New Territories approached, Britain initiated negotiations to renew the lease. It was then that China revealed its intent to use this opportunity to reclaim the entire region of Hong Kong as its own. Although the lease applied only to the New Territories, the Chinese government had consistently maintained that the whole of Hong Kong was Chinese territory and that the entire acquisition process had been based on unequal treaties still considered unresolved by the Chinese (*Britannica Online*, "Hong Kong: History"). The British were unwilling to fight off the Chinese and relented to China's demands.

In 1984, the two nations sealed their agreement with the Sino-British Joint Declaration on Hong Kong. In it, the British agreed to return the sovereignty and administration of Hong Kong to the Chinese on July 1, 1997. The Chinese agreed to make Hong Kong a Special Administrative Region of the People's Republic of China (PRC). While the PRC would be responsible for its foreign affairs and defense, the HKSAR would be allowed to maintain its own legal, social, and economic systems for another 50 years. In short, though Hong Kong would be reunified with China, its existing capitalist system and way of life would be preserved. This arrangement was popularized with the slogan "One country, two systems," coined by the late Deng Xiaoping, China's paramount leader from 1978 to 1997 (Wei, pp. 12-13).

In April of 1990, the National People's Congress of China adopted a document called the Basic Law, which was intended to institutionalize the political promises made in the Joint Declaration (Wei, p. 13). It explained the post-handover relationship between the HKSAR and China, the structure of the new government, and the rights and duties of Hong Kong citizens (Wei, p. 13). The Basic Law included safeguards to protect Hong Kong's autonomy, such as measures supporting the direct election of *some* members of the Legislative Council (LegCo) (Wei, p. 13).

In 1992, in the wake of anxiety brought on by China's 1989 military crackdown on pro-democracy demonstrators in Beijing, Christopher Patten, Hong Kong's new governor, initiated political reforms that increased the democratization of Hong Kong's government years before the handover. Patten's reforms prematurely gave the people of Hong Kong a greater

voice in government via democratic elections to LegCo (Levine, p. 2). His actions soured China's belief in Britain's willingness to cooperate, viewing Patten's reforms as "sabotage against a smooth transition" and a way of undermining the authority of the Basic Law that would eventually take effect in 1997 ("ABCs of Basic Law of Hong Kong SAR (III)"). The PRC then responded by voting to dissolve LegCo and install a provisional legislature after the handover (Levine, p. 2). In 1996, a China-backed special election committee selected the 60 members of the provisional legislature as well as the man who would become the first Chief Executive of the HKSAR, Tung Chee-hwa (Levine, p. 2).

Up until 1997, a great deal of speculation existed over post-handover conditions. Many Hong Kong residents who anticipated a drastic change for the worse under Chinese rule chose this time to emigrate to what they considered more stable territory. Others chose to wait out the handover, either indifferent to or excited by future prospects. Still, there were those who simply had no choice but to stay and see what would happen.

The handover of power from Britain to China occurred at midnight on June 30, 1997, amid much fanfare and worldwide media attention. Today, long after the handover, life continues in Hong Kong. The provisional legislature indeed replaced the former British Legislative Council until a new system was instituted later in the year, whereby two-thirds of the council members were appointed by the PRC government and one-third were elected directly by popular vote. The installation of the provisional legislature and the restructuring of the council was the PRC's attempt to weed out the unacceptable, pro-democratic members of the former LegCo. Even with the new system, many of these members regained their seats on the reorganized council by way of the direct election process, thereby circumventing the PRC's calculated attempt to have them removed.

The year following the handover was more noteworthy for the serious economic crisis in the Asia/Pacific region than for the handover. Though the region's faltering economy hampered Hong Kong's economy, it also temporarily diverted attention away from the human rights and democracy issues that surrounded the handover. At the one-year anniversary celebration, Tung Chee-hwa and Jiang Zemin, President of the PRC, expressed great optimism regarding Hong Kong's future under China's sovereignty. The rest of the world is watching with more guarded optimism.

Now that you have the basic facts about the 1997 handover, you are ready to look more closely at the handover in terms of its significance to the global economy.

Instructions and Roles for Newspaper Groups

Day 1

Tomorrow there will be a readers' theater of a roundtable discussion among some very important dignitaries and individuals regarding the topic of Hong Kong and its 1997 handover from British to Chinese rule. Four newspapers representing the four nationalities present at the roundtable will cover the event. You and your group members are all reporters for one of these newspapers and must gather enough information to ensure comprehensive newspaper coverage of this topic.

1. When you find out which country you represent, create a name for your newspaper. Make a sign with your newspaper name on it so that the roundtable participants will know who you are and who you represent.
2. Using classroom and outside resources, familiarize yourself as much as possible with the topic of the discussion and your character so that you know why this discussion is relevant to your country. With this perspective in mind, think about how you will present the information in your newspaper. You already have a copy of the readers' theater. Read through it carefully so you will have an idea of what the discussants are talking about during the actual readers' theater tomorrow.
3. Following the closing statements of the roundtable discussion will be a press conference where you will have time to ask additional questions, seek clarification, and voice concerns or criticism. Preparing for the press conference is a group effort. Divide up the names of the 10 roundtable participants among your staff reporters. Each reporter is responsible for taking notes throughout the roundtable, recording quotes, and jotting down possible questions. During the press conference, each reporter must ask at least one question of each of their assigned individuals. If you have time before the roundtable, you may wish to find additional information about these individuals if you think it may be helpful.

Day 2

The readers' theater should take approximately 30 minutes to complete.

The press conference will immediately follow the roundtable. Your teacher will direct the questioning, so wait for his or her cue.

Day 3

Work on your newspaper. In addition to your feature article, add extras to your newspaper such as local news, weather reports, sports news, photos downloaded from the internet, comics, political cartoons, editorials, letters to the editor, etc. Each group member must contribute something concrete to the paper. Remember which country you represent and how that might affect your political views.

Present your newspaper to the class.

handout #2b

Reporter's Notepad

This sheet is provided for you to write down at least one question that you will ask each of the characters you've been assigned to follow. Use it also to make any notes that will help you remember details to include in your newspaper. The last space below is intended for you to write down things that come to your mind as you are sorting out the different views of the characters. This will assist you during the class discussion.

NAMES OF CHARACTERS:

QUESTIONS:

NOTES:

Instructions for Readers' Theater Participants

Day 1

Tomorrow there will be a readers' theater of a roundtable discussion among some very important dignitaries and individuals regarding the topic of Hong Kong and its 1997 handover from British to Chinese rule. Each of you will play the part of one of these individuals.

1. To be sure people know who you are during the roundtable, make a name placard to tape to your desk. Make the placard large enough to be seen from around the classroom.
2. Each of you is crucial to the readers' theater and the success of the activity. The roundtable should be lively and stimulating. Prepare for your roles by reviewing your lines and using outside resources to learn more about your character. Embellish your role. You may even use props and costumes to enhance your role.
3. The readers' theater will be followed by a press conference where newspaper reporters can ask questions. During the press conference, you will each be asked up to four questions by various reporters, so be sure you are very familiar with your designated viewpoint. Collaborate with fellow participants in groups of 3 or 4 to discuss possible questions you might be asked during the press conference. Be sure to discuss possible answers to those questions also. Write them down.
4. At the end of the roundtable, the news anchor will ask you to make a final statement. This statement is not included in the readers' theater. Review your lines in the script and write a short statement, 4 or 5 sentences summarizing your views. Be ready to share this when it's your turn to speak.

Day 2

The readers' theater should take approximately 30 minutes to complete. After you have finished the scripted portion of the readers' theater, you will be asked to make your final statement.

Following the roundtable will be the press conference where reporters and journalists from Chinese, American, Hong Kong, and British newspapers will be asking you questions. Your teacher will direct the questioning, so wait for his or her cue.

Day 3

Your teacher will give you the instructions for this part.

Roundtable Discussion: "Perspectives on Hong Kong's Return to China"

Participants:

News Anchor	facilitator of discussion
Bill Clinton	President of the United States of America
Queen Elizabeth II	former Head of State of Britain
Christopher Patten	the last British governor of Hong Kong before the handover
Robin Cook	Foreign Secretary of Britain
Tung Chee-hwa	Chief Executive of the Hong Kong Special Administrative Region (HKSAR)
Tam Wing-pong	Deputy Secretary for Trade and Industry of Hong Kong
Li Peng	former Premier of the People's Republic of China
Jiang Zemin	President of the People's Republic of China
Kevin Ng	native of Hong Kong; currently a civil servant for the Hong Kong government
Greg Fairbrother	an American citizen who has been living in Hong Kong for the last 10 years teaching English

****

News Anchor Good day. My name is _____ and we thank you for joining us for today's roundtable discussion. Today we will be talking about the transition and future of Hong Kong, namely past and present concerns regarding the 1997 handover, the future of the region, and its relevance to the international economy.

We are privileged to have a number of distinguished guests with us for the discussion. Before we begin, I would like to briefly introduce our guests.

From the United States we are pleased to have President Bill Clinton with us.

From Britain we are honored to have three guests with us—Queen Elizabeth II, the former Head of State; Christopher Patten, the last Governor of Hong Kong before the 1997 handover; and Robin Cook, the Foreign Secretary.

From Hong Kong we welcome Tung Chee-hwa, the Chief Executive of the Hong Kong Special Administrative Region (HKSAR), and Tam Wing-pong, the Deputy Secretary for Trade and Industry.

From the People's Republic of China, we are very honored to introduce Premier Li Peng and President Jiang Zemin.

Lastly, I'd like to introduce Kevin Ng (pronounced "Ing") and Greg Fairbrother, who are here to share their own perspectives on Hong Kong in transition.

Mr. Ng was born and raised in Hong Kong and has lived there all his life except for the 6 years he spent studying in England. He currently works as a civil servant for the Hong Kong government.

Mr. Fairbrother is an American citizen who has lived and studied in Hong Kong for the last 10 years, teaching English and working as an advisor for students who are pursuing higher education in the United States. He is also working on his doctoral degree at the University of Hong Kong.

We welcome all of you and thank you for being here.

I'd like to begin with you, Mr. Patten. As Hong Kong's last governor, you were essentially the man in charge of moving Hong Kong from British to Chinese control. Was this occasion especially symbolic for Britain in any way?

Christopher Patten

Definitely. Since 1898, the year 1997 was marked down in the calendar as a date of special significance. In 1997 we began to hear a lot about history. Films were being made, articles written, books published. Two themes tended to predominate, "End of Empire" and "Return of the Dragon." Under the first, Hong Kong is looked at nostalgically, the last significant outpost and one of the most singular successes of Britain's imperial adventure. 1997 was the end of that story. The second theme is also largely about what was ending in 1997: the imperialist, opium-pushing intrusion into China, the end of humiliations inflicted on a weak Chinese government in the 19th century.

It was terribly important to us that we were seen to have wound up this last chapter in our empire story honorably and decently and competently, unlike almost every other colony. We weren't in the position of being able to bring this one to independence. History dictated otherwise.

News Anchor

But could it be potentially problematic to dwell on these historical themes?

Christopher Patten

Yes, it is very easy to become partisan on either of these interpretations—to overlook the truth in each, to overlook Hong Kong's own history, to overlook what Hong Kong now is.

Looking back at history can be an uncomfortable experience at the best of times, but the dangers come not from forgetting but from making history a tool of ideology, from attempts to rectify a past that is already fixed, rather than to respond open-heartedly to what the present has to offer, to welcome reconciliation and the building of new things.

Whatever the arguments about the rights and wrongs of the imperial past, what has happened in Hong Kong is the coming together of two civilizations. This is not the debris from the collision of two civilizations but a new creation of them, offering fresh ideas to both.

News Anchor — Mr. Patten, are you saying that you expect China to forget the past and concentrate on the future?

Christopher Patten — To ask China to forget the colonial episode is no more realistic than to expect local people to have any deep commitment to a colonial administration. When the convenient paper target of the last veneer of colonial rule was peeled away with my departure at midnight on the 30th of June in 1997, there was an opportunity to look afresh at what lay underneath.

News Anchor — And what did people find?

Christopher Patten — A mature, well-balanced society. A society that has argued cogently and successfully for a steadily increasing say in the way that it is governed. A community that has developed institutions and procedures through which matters of public interest can be debated and settled openly, through which tensions and difficulties can be detected early and addressed, not repressed. A society in which law is respected because it is developed in harmony with changes in society, through a process that is understood and accepted by the community, and because it is upheld impartially. A city that is tolerant of different ideas, so it is able to respond smoothly and promptly to changing conditions. A place that by safeguarding the liberties of every one of its citizens can be invigorated by each in return.

News Anchor — Queen Elizabeth, what is your opinion regarding the role your country played in Hong Kong's history?

Queen Elizabeth II — Britain is both proud and privileged to have been involved with this success story. Proud of the British values and institutions that have been the framework for Hong Kong's success. Proud of the rights and freedoms which Hong Kong people enjoy. Privileged to have been associated with the prodigiously talented and resourceful people of Hong Kong who have built upon that foundation.

Britain is part of Hong Kong's history and Hong Kong is part of Britain's history. We are also part of each other's future. We are confident that the ties between us will not only endure but will continue to develop.

News Anchor — Mr. Tung, the handover in 1997 received an enormous amount of media attention worldwide. Why do you think Hong Kong's state of affairs has been of such interest to the rest of the world?

Tung Chee-hwa — The handover event on July 1st and subsequent development in Hong Kong are of intense interest of people everywhere. The international community has several key concerns regarding Hong Kong. Not just because of a huge economic tie between Hong Kong and the rest of the world, but because there are also hundreds and thousands of members of the international community residing in Hong Kong. With such large interests in Hong Kong, the international community is justifiably concerned about what the future will hold for Hong Kong.

They are concerned whether or not the HKSAR would retain a great deal of autonomy from China. They are also concerned about the rights and civil liberties of the people of Hong Kong.

News Anchor — You stated that the international community was "justifiably concerned." What about the people of Hong Kong? Were they concerned as well?

Tung Chee-hwa — The concerns raised by the international community are, first and foremost, the concerns of the people of Hong Kong. We want our freedoms preserved. We want democracy to move ahead. We want our economic vitality. We want our ability to continue to create wealth for our people. We want to live in the type of society in which we ourselves and our future generations will feel proud of. We know we will succeed in our efforts.

News Anchor — Premier Li, do you envision as bright a future for Hong Kong now that it is a part of China?

Premier Li — I am convinced that our Hong Kong compatriots, now back in the great family of the motherland, will make positive contributions to Hong Kong's continued long-term prosperity and stability with their industry and wisdom.

News Anchor — You seem to have no doubts about Hong Kong's future success. Why are you so confident?

Premier Li — The return of Hong Kong to the motherland and the establishment of the government of the HKSAR marks the successful application of Mr. Deng Xiaoping's great vision of "one country, two systems" in resolving the question of Hong Kong.

News Anchor — And how do you think it will fit into the larger picture of benefiting mainland China and the rest of the world?

Premier Li — It is a major contribution to the cause of universal peace and progress!

News Anchor — President Jiang, are you also convinced that the "one country, two systems" policy will guarantee the success of Hong Kong?

President Jiang — Practice will continue to prove that the policy of "one country, two systems" will not only help safeguard the interests of people of different social strata in Hong Kong, but also maintain Hong Kong's status as the international financial, trading, and shipping center. There is every reason to believe that as long as this correct policy is consistently followed, Hong Kong will be able to create a better future with the support of the mainland.

News Anchor — You seem to define Hong Kong's future success as being almost dependent on the support of the mainland.

President Jiang — Of course. Hong Kong's destiny has always been closely linked to that of the motherland. The reform, opening-up, and modernization programs of the mainland have created unprecedented opportunities for and injected vigor and vitality into Hong Kong's economic development. The economic strength and sound development momentum of the mainland can provide Hong Kong's economy with a strong support.

News Anchor — Mr. Patten, before the handover in 1997, you and many others expressed fears that China would renege on this "one country, two systems" promise. Has that fear become a reality? Is it still a valid fear?

Christopher Patten: Well, it would have been and would still be an appalling blow for Hong Kong and for the region were they to have done so, and I think they understand the extent to which delivering on that promise is going to be regarded by the United States and by others as sort of a litmus test for the way they behave on the international stage.

News Anchor: President Clinton, Mr. Patten indicated that the United States holds great interest in the way China handles Hong Kong. Can you explain the reasons behind this?

President Clinton: Our oldest ties to Asia are those of trade and commerce, and now they've evolved into some of our strongest. Today, roughly a third of our exports and 4 million jobs depend on our trade to Asia. Over 1,000 American companies have operations in Hong Kong alone. And as we've seen in recent months, when markets tremble in Tokyo or Hong Kong they cause tremors around the world. That is why I'm working to broaden and deepen our economic partnership with China and China's integration into the world economic framework.

News Anchor: And do you think this is a real possibility?

President Clinton: This may be the greatest moment of actual possibility in human history. At the same time, the greater openness, the pace of change, the nature of the global economy, all these things have brought with them disruption. It means that problems, whether they are economic problems or environmental problems, that begin in one country can quickly spread beyond that country's borders.

News Anchor: Mr. Tam, in light of past fluctuations in Hong Kong's economy, you certainly would have to agree, wouldn't you?

Tam Wing-pong: Yes, this is particularly true in the case of the financial turmoil that spread almost throughout this part of the world in the late 1990s, which hit hard on our economy. ... Hong Kong has benefited from the growing globalization of the world economy with the success of our trading activities; we have become more and more externally oriented and more and more dependent on the global economy. As a result, Hong Kong cannot be insulated from the economic turbulence befalling our major trading partners.

News Anchor: Do you think the economic infrastructure in Hong Kong is strong enough to withstand regional economic crises?

Tam Wing-pong: Our robust trade performance so far does underline Hong Kong's strong economic fundamentals and comparative advantages, which we firmly believe will in time help to lift Hong Kong out of hot water. The government's prudent financial management, our sound banking system, stable currency, top-class infrastructure, level playing field, hard-working and well-educated workforce, flexible and diligent entrepreneurs, to name but a few, have served Hong Kong well when our economy took off in the '70s. There is no reason to believe why they will not continue to serve Hong Kong now or in the future.

News Anchor — You seem to have great faith in the resilience of Hong Kong. Are there any additional elements that you see as being instrumental in Hong Kong's success?

Tam Wing-pong — Perhaps the most important of all the positive elements is our strategic position on the world map, which has put Hong Kong as the hub of the trade routes from east to west and from north to south and vice versa.

News Anchor — How important is trade to Hong Kong's economy?

Tam Wing-pong — Hong Kong is the 8th-largest trading entity in the world, notwithstanding the fact that the size of our population only ranks number 94.

News Anchor — Besides a strategic location, there must be other reasons behind Hong Kong's success as a great trading economy.

Tam Wing-pong — Hong Kong's success in foreign trade is the result of our ability to remain competitive in a free market environment. Hong Kong's status as an international trade center is firmly established and has never been challenged. Hong Kong as a paradigm of free trade is highly regarded by the whole world, and all our trading partners have benefited from it as much as we have.

News Anchor — Mr. Tung, what are your thoughts regarding the reasons behind Hong Kong's economic success?

Tung Chee-hwa — We have been successful for many reasons. One of these is that the British have provided us with the rule of law and an efficient system of governance. We have enjoyed a free and competitive economic environment which features a conservative fiscal policy, minimal corruption and a level playing field—all provided and supported by an efficient civil service. China's close to double-digit economic growth since 1978 has given us enormous economic benefits and created many opportunities for our entrepreneurs. But above all, Hong Kong has been successful because of the hard work and commitment of its people. The entrepreneurial people of Hong Kong are always adaptable to new economic conditions, ready for changing competitive realities and taking on new challenges as they arrive.

News Anchor — Mr. Cook, now that Hong Kong is under China's rule, have your economic ties been altered? Are there new economic conditions that have been created by the change in power?

Robin Cook — The business relationship between Britain and Hong Kong continues to grow. Britain is the largest foreign investor in Hong Kong. Our partnership with Hong Kong has its roots in the past but its strength firmly in the present, and its potential stretching well into the future.

News Anchor — You mentioned that Britain is the largest foreign investor in Hong Kong. Does Hong Kong have any investments in Britain?

Robin Cook — Certainly. In the other direction, Britain already receives 80 percent of all Hong Kong's investment in Europe, investment in the production of everything from silicon chips in South Wales to compact discs in Belfast.

News Anchor — How do you think your present ties with Hong Kong will affect your relationship with China?

Robin Cook — I hope the remarkable relationship between Britain and Hong Kong will also help foster closer cooperation between Britain and China. We are committed to improving the relationship. China has a key place in the world, and there is huge scope for Britain and China to work together. Already, political cooperation between us goes well beyond issues that just affect our two countries.

News Anchor — President Clinton, does the United States also regard strong ties with Hong Kong as almost a stepping-stone to improved ties with China?

President Clinton — In a way, yes. For us Americans, Hong Kong is China's window on the world. I have seen remarkable changes taking place in China, and seen the possibilities of its future—much of which clearly is and for some time has been visible here in Hong Kong, with its free and open markets and its vibrant entrepreneurial atmosphere.

News Anchor — Is the ultimate goal, then, the establishment of solid ties with China?

President Clinton — We have a fundamental interest in promoting stability and prosperity in Asia. Our future is tied to Asia's. A large and growing percentage of our exports, our imports, and our investments involve Asian nations.

Over the course of two centuries, the United States and Asian nations have built a vast, rich, complex, dynamic relationship—forged in the beginning by trade, strained on occasion by misunderstanding, tempered by three wars in living memory, enriched by the free flow of ideas, ideals, and culture. Now, clearly, at the dawn of the 21st century, our futures are inextricably bound together—bound by a mutual interest in seeking to free future generations from the specter of war. Of course, our security is also enormously enhanced by a positive partnership with a prosperous, stable, increasingly open China.

News Anchor — You already have a positive partnership with China. On what is this based? What is the next step after establishing positive ties?

President Clinton — It is clearly evident to anyone who knows about our relationship that the United States supports China's economic growth through trade. We, after all, purchase 30 percent of the exports of China—far more than any other country in the world, far more than our percentage of the world's gross domestic product (GDP). I am working to broaden and deepen our economic partnership with China and China's integration into the world economic framework.

News Anchor — Thank you, President Clinton, for your comments. So far this evening, our discussion has been among distinguished politicians and leaders. Our last two guests, Mr. Ng and Mr. Fairbrother, are here to provide civilian

voices of Hong Kong, offering their perspectives that may reflect those of the general population. You've heard what the world leaders have to say about Hong Kong and the future of China. But as civilians living in Hong Kong before, during, and after the handover, what are your opinions on this matter? Mr. Ng, as a native of Hong Kong, what went through your mind as the handover date of June 30, 1997 approached?

Mr. Ng — I felt mostly excitement and happiness. Excited and happy because Hong Kong could return to China after 100 years of British rule, which to me seemed to reflect how China has become strong again, and I was happy for that as a Chinese. I was also feeling a bit concerned about how Hong Kong would change under the administration of the Chinese (SAR) government. After all, we grew up in a very westernized society and were very used to the way things are in Hong Kong. With all the stories we heard about the Communist Party, the Cultural Revolution, etc. in China, I was a bit worried that Hong Kong may not stay as free and prosperous as pre-1997.

News Anchor — I see. Could you share with us some of your specific concerns?

Mr. Ng — Gladly. My concern was mainly in relation to the issues of freedom and economic and political stability. Not that I thought we would lose any freedom immediately after 1997, but I did wonder whether we would over time, lose some freedom, including freedom of travel, freedom of speech, etc. I was also concerned whether the stable political climate in China these days would continue. Or, would another new power emerge and bring the whole country chaos, just like the Cultural Revolution. Another concern of mine related to the economic stability of Hong Kong, for example, whether overseas investors would still have enough confidence to keep investing in Hong Kong, or would they be more reserved and move their investments to other countries.

News Anchor — What about you, Mr. Fairbrother? As an American citizen who has been living in Hong Kong since before the handover, how did you feel about it and what were your concerns?

Mr. Fairbrother — Well, one of the reasons I came to Hong Kong in 1990 after I graduated from college was to experience the transition period, and hopefully the handover, firsthand to see history in the making, as they say. Since I had spent my college years studying about China, I thought it would be an exciting time to, in a way, be an observer of pre- and post-handover events. After living in Hong Kong for a while, though, in a way the excitement wore off and living in Hong Kong became to me just like living anywhere else. Life was relatively routine, with political events seeming to me very similar to politics elsewhere, like as a topic of conversation over dinner, expressing approval or disapproval of certain political figures and changes during the transition period. I guess as an American I could remain somewhat disinterested, and didn't have any real concerns as such. After all, I figured, if things turned bad, I had a way out. I'd also say that I believed in the agreements between Britain and China about the way of life in Hong Kong remaining the same after the handover. Most people agreed

that China would be foolish to take any action which would harm Hong Kong, in turn harming herself.

As the handover approached, there were steadily more little things that were exciting, such as the new coins and stamps without the queen's head, banners in some neighborhoods counting down the days to the handover, the appearance of Chinese flags for sale in some shops, etc.

News Anchor — And your concerns?

Mr. Fairbrother — I didn't really have any personal concerns for my freedom or safety or anything like that. I did have some concerns for Hong Kong friends, though, particularly about their ability to travel freely. Political events sometimes evoked my concern on behalf of Hong Kong as a whole, particularly when China set up the Provisional Legislative Council to replace the elected Legislative Council on July 1st, 1997, because of its interpretation of the 1995 elections going against previous Sino-British agreements. Still, I didn't think that China would do anything drastic that would affect people's everyday lives. China of 1997 was not the China of 1984, when the Joint Declaration was signed. It was much more integrated into world politics and economics and more in tune with world public opinion.

News Anchor — And now that 1997 has passed and Hong Kong has been under China's rule for quite some time, looking back, do you think your concerns were valid? Has life changed drastically for either of you since the handover?

Mr. Ng — I guess my concerns are still valid. Regarding freedom, we have not lost any freedoms at all so far, but then again, I always thought we would not lose them immediately. I was concerned for the longer term, like 10 to 20 years. Regarding political stability, I feel the same. I was worried about long-term stability, not short-term. Regarding the economy, well, nobody could have predicted the recession. But, we cannot blame the SAR or Chinese government for the recession. This is more an issue for all of Southeast Asia, not just China. All in all, things have so far gone pretty much as I expected—not much change in terms of our lifestyle. The major change is in relation to the economic recession only.

Mr. Fairbrother — I'd say that since I pretty much trusted the agreement of no change for 50 years, that things have gone as I expected. Of course you can't stop all change, anywhere, and things have changed after the handover, but in most cases I doubt that changes that have taken place are a result of the change in sovereignty directly. There have been cosmetic changes, like now the Chinese flag flies instead of the British one. But in terms of lifestyle not much has changed in my life directly. Some other foreigners claim that they sensed an increase of anti-foreign sentiment since the handover, but I have not felt anything like that myself. Since the handover, though, the economy has taken a turn for the worse, but that is primarily because of the effects of the worsening economies throughout East Asia, and doesn't have much to do with the change of sovereignty. In fact, in one area, tourism, the change of sovereignty has helped the economy—it is now easier for mainland Chinese to travel to Hong Kong, and an increase

in mainland tourists is making up for decreases in the tourists from other parts of Asia who aren't necessarily able to afford much travel these days.

News Anchor — Much of today's discussion has revolved around Hong Kong's past and current role in the global economy. What about the future? What do you see happening in Hong Kong's future?

Mr. Ng — I think Hong Kong will continue to be one of the major cities and one of the most important financial centers for the global economy. However, I do fear that its importance will be reduced somewhat in the future as Hong Kong has too many constraints to allow it to advance much further. The overpopulation, limited space, and relatively inadequate provision of infrastructure will make it less competitive with other cities. Some major cities in Southeast Asia and China will probably become more important and take away a good chunk of international investment from Hong Kong—for example, cities like Shanghai or Singapore. My main concern for Hong Kong's future, though, still relates to its political and economic stability, as I mentioned before.

News Anchor — What about you, Mr. Fairbrother? What are your thoughts regarding Hong Kong's future?

Mr. Fairbrother — Hong Kong is a major international financial center and a window on China for foreign investment. This is why many people believe that it is really in China's best interest to maintain Hong Kong's system. But with China's development, other cities like Shanghai are rapidly approaching Hong Kong standards, so I think there will be increasing competition in the future, especially with Hong Kong's high property prices, which makes it expensive for companies to set up offices here.

As for concern for Hong Kong's future, I'd say that my main concern is that Hong Kong cannot maintain its uniqueness. For a long time it has been portrayed as an international city, the place where East meets West, the last bastion of colonialism in Asia, or the most modern city in China, and this has given Hong Kong a special feeling of confidence, I think. Now, with much of China developing rapidly and Hong Kong's return to Chinese sovereignty, there seems to be somewhat of a crisis of identity. Hong Kong doesn't seem as special anymore to outsiders. I think this may take a while for Hong Kong people to adjust to.

News Anchor — I'm afraid we are almost out of time. Thank you all for being here with us. It has been an enlightening discussion and you have all made some very interesting points that warrant further discussion. For now, though, I'd like each of you to briefly summarize, in two or three sentences, your thoughts on Hong Kong's long-term prospects under Chinese rule.

Appendixes

Glossary

annexation—incorporation of a country or territory within the domain of a state

autonomy—the quality or state of being self-governing

bastion—a stronghold; a place of survival

capitalism—an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decisions, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market

civil liberties—freedom from arbitrary governmental interference (as with the right of free speech), specifically by denial of governmental power, and in the United States especially as guaranteed by the Bill of Rights

colonialism—control by one power over a dependent area or people

Cultural Revolution—a period in Chinese history (1966-1976) where Mao Zedong, Chairman of the Communist Party, encouraged youths, peasants, and those from poor socioeconomic backgrounds to rebel against those who resisted the Communist philosophy, capitalists, intellectuals, authority figures, and social elites

democratization—the making of a system in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections

Deng Xiaoping—the late leader of Communist China whose pragmatic policies from the 1970s to the 1990s lifted China out of economic isolation and extreme poverty after years of failed socialism

economic interdependence—the condition of two or more parties being dependent on each other for things they need; in economics, the concept that all prices are affected by all other prices to some degree, and that all markets are affected by all other markets. Global economic interdependence refers to the situation today in which many of the world's countries are dependent on other countries for their economic well-being.

embargo—a legal prohibition on the exchange and trade of commodities

entrepôt—an intermediary center of trade and transshipment

entrepreneur—one who organizes, manages, and assumes the risks of a business or enterprise

fiscal policy—a high-level government plan of action or procedures regarding taxation, public revenues, or public debt, or general financial matters

gross domestic product (GDP)—a measure of the total value of production of all resident producing units of a country or territory in a specified period, before deducting allowance for consumption of fixed capital (definition by the Hong Kong Census and Statistics Department)

imperialism—extension of power and dominion of a nation by direct territorial acquistions, or by gaining indirect control over the political or economic life of other areas

infrastructure—the underlying foundation or basic framework as of a system or organization

institutionalize—to incorporate into a structured and highly formalized system

litmus test—a test in which a single factor (such as an attitude, event, or fact) is decisive

mainland—refers to what is commonly known as the People's Republic of China

"one country, two systems"—China's term for its policy of allowing Hong Kong to retain its capitalist economic system and unique way of life after its return to China, a country with a very different economic structure and lifestyle

opium—a bitter, brownish addictive narcotic drug that consists of the dried juice of the opium poppy

paradigm—an outstandingly clear example or pattern

paramount—superior to all others

recession—period of reduced economic activity

refugee—a person who flees to a foreign country or power to escape danger or persecution

Sino—Chinese

social strata—socioeconomic levels of society made up of persons of the same or similar status especially with regard to education or culture

sovereignty—supreme power and authority especially over a political body

Special Administrative Region—a region which belongs to the People's Republic of China, but which is not subject to the same laws and regulations as the rest of the country; since 1997, Hong Kong has been classified as a Special Administrative Region, and Macau will become one in 1999.

throughput—the measure of the amount of cargo and the number of passengers that pass through a transport facility

tribute—a payment by one ruler or nation to another in acknowledgment of submission or as the price of protection

veneer—a superficial or deceptively attractive appearance, display, or effect

References

Introduction

Chan, Steven L. "Differences Between British and Chinese Views of Law Forebode Uncertainties for Hong Kong's People after the 1997 Transfer." *UCLA Pacific Basin Law Journal*. Fall 1996, vol. 15, no. 1.

Miners, Norman. (1988). "The Normal Pattern of Decolonisation of British Dependent Territories." *In The Basic Law and Hong Kong's Future*, edited by Peter Wesley-Smith and Albert H. Y. Chen.

Lesson One

Cameron, Nigel. (1991). *An Illustrated History of Hong Kong*. Hong Kong: Oxford University Press.

Daryanani, Renu, ed. (1994). *Hong Kong 1994: A Review of 1993*. Hong Kong: Government Information Services.

Goncharoff, Nick. (1996). *Lonely Planet City Guide: Hong Kong*. Hong Kong: Lonely Planet Publications, Colorcraft Ltd.

"Hong Kong." *Britannica Online*.
<http://www.eb.com:180/cgi-bin/g?DocF=macro/5002/91.html>

"Hong Kong: History." *Britannica Online*.
<http://www.eb.com:180/cgi-bin/g?DocF=macro/5002/91/3.html>

"Hong Kong: Physical and Human Geography." *Britannica Online*.
<http://www.eb.com:180/cgi-bin/g?DocF=macro/5002/91/1.html>

"Hong Kong's History."
<http://www.geocities.com/Tokyo/Towers/2464/hist.htm>

Lesson Two

Berfield, Susan. (1996). "The Price of Pollution." *Asiaweek*. April 26, 1996
<http://www.pathfinder.com/asiaweek/96/0426/feat1.html>

Buckley, Roger. (1997). *Hong Kong: The Road to 1997*. Cambridge, UK: Cambridge University Press.

CIA World Factbook, 1997. World Wide Web version.
<http://www.odci.gov/cia/publications/factbook/country-frame.html>

"Grim Life in Cages for Poorest in Hong Kong." *Inside China Today*. August 28, 1997.
<http://www.insidechina.com/china/feature/archive/feat27.html>

Harris, Margaret. "Poorer per Head Than China, Study Finds." *The Sydney Morning Herald*. September 10, 1997.
<http://www.smh.com.au/daily/content/970910/world/world1.html>

Ip, Stephen. (1998). "Policy Address - Policy Objective for Economic Services Bureau."
<http://www.info.gov.hk/esb/policy/index.htm>

Keller, Larry. (1994). "Endangered Animals Slaughtered for Potions." *Sun-Sentinel*. November 20, 1994, pp. 1-4.
<http://arrs.envirolink.org/potions.html>

O'Toole, Kathleen. "One Country, Two Systems: Can China Make it Work?" *Stanford Report*, June 11, 1997, vol. 29, no. 33, pp. 1 and 9.

"Protection of Endangered Species Used in Traditional Chinese Medicine and Development of Alternatives." *China Dimensions*.
<http://sedac.ciesin.org/china/ploicy/acca21/218-3.html>

"The Price of Negligence."
<http://www.hk.super.net/~foehk/oe/hongkong.htm>

Wei, William. "A Hong Kong Diary." *AsianWeek*. July 4, 1997, pp. 11-13.

Wei, William. "From Noble House to Bleak House?" *AsianWeek*. July 11, 1997, pp. 14-15.

Wilson, Dick. (1990). *Hong Kong! Hong Kong!* London: Unwin Hyman Limited.

Lesson Three

"ABCs of Basic Law of Hong Kong SAR (III)."
<http://www.china-embassy.org/Cgi-Bin/Press.pl?HKABC3>

Buckley, Roger. (1997). *Hong Kong: The Road to 1997*. Cambridge: Cambridge University Press.

Clinton, William. (1998). Press Conference by the President, July 3, 1998.
<http://www.whitehouse.gov/WH/New/China/speeches.html>

Clinton, William. (1998). Remarks by the President in Interview with the Los Angeles Times, Bloomberg Business News, and Business Week, June 19, 1998.
<http://www.whitehouse.gov/WH/New/China/speeches.html>

Clinton, William. (1998). Remarks by the President to the Community and Business Leaders of Hong Kong, July 3, 1998.
<http://www.whitehouse.gov/WH/New/China/speeches.html>

"Continuing Responsibilities."
<http://www.fco.gov.uk/news/keythemepage.asp?28>

Cook, Robin. (1998). "Hong Kong: Looking to the Future." Speech to the British Chamber of Commerce, Hong Kong, January 21, 1998.
<http://www.fco.gov.uk/news/speechtext.asp?331>

Dimbleby, Jonathan. (1997). *The Last Governor: Chris Patten and the Handover of Hong Kong*. London: Little, Brown.

"Diplomatic Views." (1998). The NewsHour with Jim Lehrer Transcript, July 2, 1998.
<http://www.pbs.org/newshour/bb/asia/july-dec98/china_7-2.html>

Her Majesty Queen Elizabeth. (1997). "Farewell Speech." Delivered by His Royal Highness the Prince of Wales.
http://www.fco.gov.uk/news/speechtext.asp?448>

His Royal Highness the Prince of Wales. (1997). "Tribute to the People of Hong Kong." Speech at the Handover Ceremony, Hong Kong, June 30, 1997. <http://www.fco.gov.uk/news/speechtext.asp?891>

"Hong Kong: History," *Britannica Online.*
<http://www.eb.com:180/cgi-bin/g?DocF=macro/5002/91/3.html>

Jiang Zemin. (1998). "President Jiang's Speech Marking the First Anniversary."
<http://www.china-embassy.org/Cgi-Bin/Press.pl?anni>

Levine, Steven I. (1998). "Book of the Year (1998): Hong Kong's Return to China." *Britannica Online.*
<http://www.eb.com:180/cgi-bin/g?DocF=boy/98/L03721.html>

Li Peng. (1997). Inaugural Speech at HKSAR, July 1, 1997.
<http://www.china-embassy.org/Cgi-Bin/Press.pl?HK09>

Patten, Christopher. (1996). "One Country, Two Systems." Interview by Elizabeth Farnsworth, May 7, 1996.
<http://www.pbs.org/newshour/bb/asia/may96/hong_kong_5-7.html>

Patten, Christopher. (1997). "A Hong Kong History."
<http://www.info.gov.hk/isd/hk97/e1997/append-e/eapp0097.htm>

Tam Wing-pong. (1998). Speech at the Hong Kong Economic Forum.
<http://www.info.gov.hk/gia/general/199806/29/0629155.htm>

Tung Chee-hwa. (1997). Address by Mr. Tung Chee-hwa, Chief Executive of HKSAR at CNN World Report Conference on May 1, 1997.
<http://www.info.gov.hk/press/p970501.htm>

Tung, Chee-hwa. (1997). "Good Sino-U.S. Ties Helps Hong Kong." Speech made by Tung Chee-hwa, September 10, 1997.
<http://www.china-embassy.org/Cgi-Bin/Press.pl?HK12>

Tung, Chee-hwa. (1998). Keynote address at the Far Eastern Economic Review Conference.
<http://www.info.gov.hk/gia/general/199806/10/0610153.htm>

Wei, William. "Borrowed Time: A History of Hong Kong." *AsianWeek.* June 27, 1997, pp. 11-13.